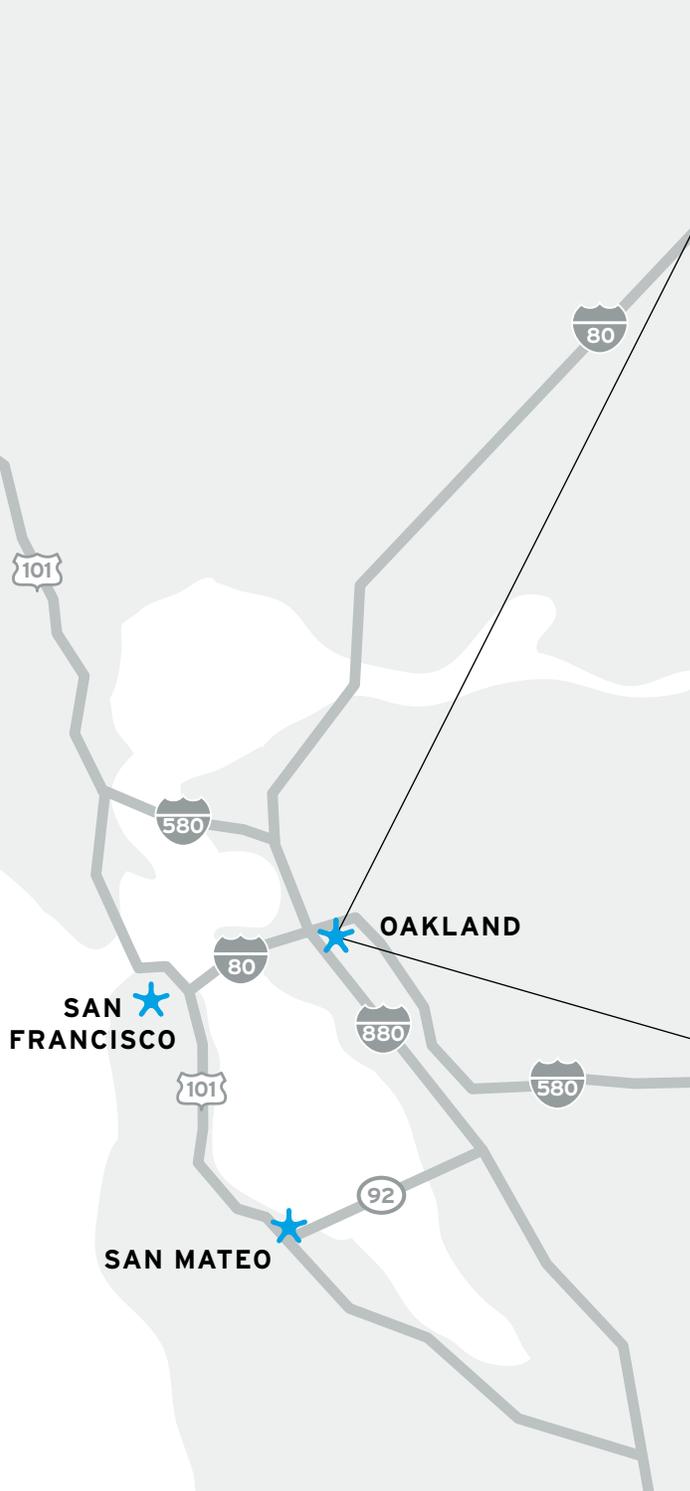


SAMUEL MERRITT COLLEGE

2008–2009

CATALOG *and* STUDENT HANDBOOK

NATIONALLY RECOGNIZED AS A PREMIER HEALTH SCIENCES INSTITUTION



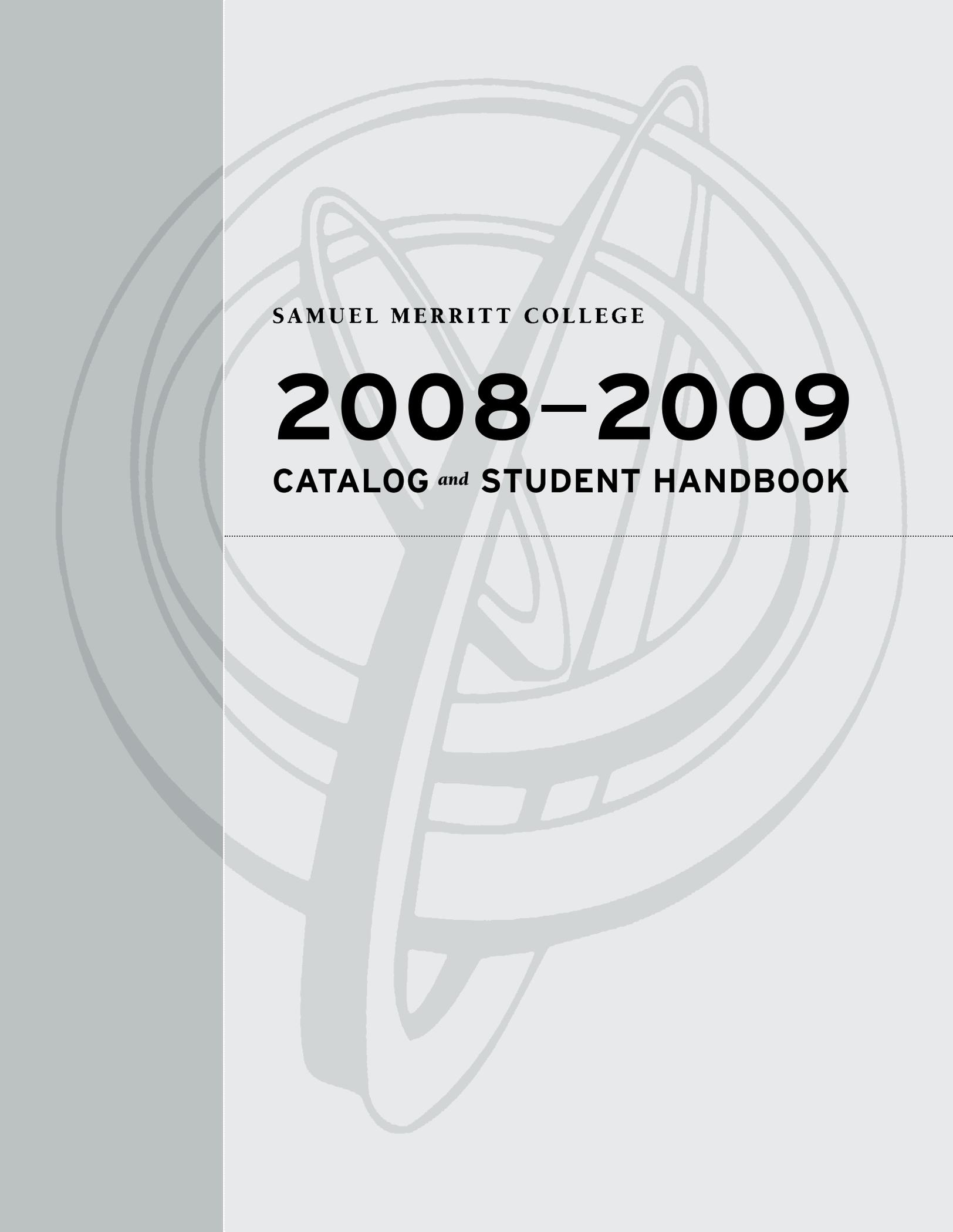
- 1 Health Education Center**
Classrooms
Library
Sammy's Café—
Student Lounge
Fontaine Auditorium
- 2 Bechtel Hall**
Residence Hall
ASU
Admission
Student Services
Lower Town Court (LTC)
Classrooms
Student Government Offices
Academic & Disability
Support Services
- 3 Merritt Pavilion (North)**
- 4 Providence Pavilion (South)**
Faculty Offices (3rd Floor)
Parking Office
Security
- 5 Peralta Medical Office Building**
Student Health Services
- 6 Peralta Pavilion (West)**
Academic Affairs
Campus Service Center
Financial Aid
Student Accounts
Student Counseling Services
Registrar
Lab Classrooms (downstairs)
Computer Lab
- 7 435 Hawthorne**
Human Resources
Information Technology
- A Parking** (on-campus residents)
- B Parking**
- C Parking** (students)
- Bookstore
Faculty Offices

Oakland Campus
370 Hawthorne Ave
Oakland · CA 94609
510.869.6511

Regional Learning Center — Sacramento
2700 Gateway Oaks Dr
Suite 1230
Sacramento · CA 95833
916.646.2770

Learning Center — San Francisco Campus
555 San Jose Ave
San Francisco · CA 94110
415.869.3200

Learning Center — San Mateo Campus
1720 South Amphlett Blvd
Suite 300
San Mateo · CA 94402
650.292.5565



SAMUEL MERRITT COLLEGE

2008-2009

CATALOG *and* STUDENT HANDBOOK

CATALOG AND HANDBOOK STATEMENT

The provisions of this catalog and student handbook reflect information available as of the date of publication. The provisions of this catalog and handbook are subject to change and do not constitute an irrevocable contract between any student and Samuel Merritt College. New policies and policy changes are emailed to the College community and posted two weeks prior to implementation on the College website.

AFFIRMATION OF NONDISCRIMINATION

Samuel Merritt College does not discriminate on the basis of sex, age, race, color, ethnic or national origin, disability or handicap, religion, marital status, sexual orientation, or status as a Vietnam-era veteran in the administration of employment, admission, financial aid, or educational programs. Nondiscrimination is consonant with the principles and practices of the College and is required by Section 504 of the Rehabilitation Act of 1973; Titles I and III of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Equal Pay Act of 1963, as amended by the Education Amendments of 1972; the Age Discrimination in Employment Act of 1967; the Age Discrimination Act of 1974; and various other federal, state and local statutes and regulations.

ACCREDITATION

Samuel Merritt College is accredited by the regional accrediting association, the Senior Commission of the Western Association of Schools and Colleges (WASC). Professional programs of the College are accredited by specialized accrediting agencies. A table which follows provides information on each of the agencies by which the College and its programs were accredited at the time of publication of this Catalog

SAMUEL MERRITT COLLEGE

Samuel Merritt College, in continuing its tradition of quality education in the health professions, offers students:

- Undergraduate and graduate curricula which emphasize academic preparation in health science disciplines, competency for clinical practice roles, and acquisition of professional values.
- Faculty with expertise and graduate preparation appropriate to their professional disciplines and responsibilities.
- Low student/faculty ratios that encourages a personalized education.
- Multiple enrollment options accommodating a wide diversity of students.
- Outstanding clinical practice opportunities at Alta Bates Summit Medical Center and many other health care agencies throughout the East Bay, California and the western United States.
- Exceptional instructional facilities including one of the largest privately supported health science library collections in the East Bay, laboratories for therapeutic exercise, exercise physiology, occupational therapy, anatomy, nursing, podiatric medicine, biomechanics, physical diagnosis, simulation, and computer learning facilities.
- Modern, secure, and comfortable living accommodations in Bechtel Hall for undergraduate and graduate students.
- Personalized student services to support students' achievement of academic and personal goals.



Organizations Accrediting Samuel Merritt College

Organization	Address	Institutional Accrediting Agency Recognized by the US Secretary of Education and the Commission on Higher Education Accreditation (CHEA)	Last Visit	Next Visit
Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC)	985 Atlantic Avenue Suite 100 Alameda, CA 94501 510.748.9001	Institutional Accreditation for Samuel Merritt College	1999	2009, 2011
Accreditation Council for Occupational Therapy Education (ACOTE)	4720 Montgomery Lane P. O. Box 31220 Bethesda, MD 20824-1220 301.652.2682	Entry-level Master's Degree program in Occupational Therapy (MOT)	2008	2018
California Board of Registered Nursing (BRN)	P. O. Box 944210 Sacramento, CA 94244-2100 916.322.3350	Baccalaureate Program in Nursing (BSN) Certificate and Master's Degree in Nursing (MSN)— Family Nurse Practitioner Program	2002	2011
Commission on Collegiate Nursing Education (CCNE)	One Dupont Circle NW Suite 530 Washington, DC 20036-6791 202.887.6791	Baccalaureate Program in Nursing (BSN) Master's Degree in Nursing (MSN)	2000	2010
Commission on Accreditation in Physical Therapy Education (CAPTE)	Department of Accreditation American Physical Therapy Association 1111 N. Fairfax Street Alexandria, VA 22314 703.706.3245 www.apta.org/CAPTE	Entry-level Doctoral Degree Program in Physical Therapy (DPT)	2007	2017
Council on Accreditation of Nurse Anesthesia Educational Programs (COA)	222 South Prospect Avenue Suite 304 Park Ridge, IL 60068-4010 708.692.7050	Post-professional Certificate & Master's Degree Program in Nurse Anesthesia (MS)	2003	2014
Accreditation Review Commission on Education for the Physician Assistant (ARCPA)	1000 North Oak Avenue Marshfield, WI 54449-5788 715.389.3785	Entry Level Master's Degree Program for Preparation of Physician Assistants	2007	2011
Council on Podiatric Medical Education (CPME)	9312 Old Georgetown Road Bethesda, MD 20814 301.581.9200	Doctoral Degree Program in Podiatric Medicine	2006	2010

Table of Contents

ACCREDITATION	1	OCCUPATIONAL THERAPY	42
ABSN ACADEMIC CALENDARS	4	History, Mission and Philosophy	42
BSN 2+2 ACADEMIC CALENDAR	10	Student Learning Outcomes	42
GRADUATE ACADEMIC CALENDAR	11	Master of Occupational Therapy Degree	43
CSPM ACADEMIC CALENDAR	12	PHYSICAL THERAPY	47
HISTORY AND MISSION	13	History, Mission and Philosophy	47
ACADEMIC DIVISION	16	Doctor of Physical Therapy Degree	48
Organization of Academic Units	16	Student Learning Outcomes	48
Core Competencies	16	The DPT Curriculum	49
Technical Standards	19	PHYSICIAN ASSISTANT	55
Memberships	19	History, Mission, and Philosophy.....	55
Course Credits and Course Numbering System	20	Master Physician Assistant Degree	56
NURSING	21	Student Learning Outcomes	56
History, Mission, and Philosophy.....	21	Curriculum Overview	56
Accreditation.....	21	PODIATRIC MEDICINE	60
Bachelor of Science in Nursing Degree	21	History of the California School of Podiatric Medicine... 60	
Goals	21	Mission and Philosophy	60
Student Learning Outcomes	22	Student Learning Outcomes	60
Bachelor of Science in Nursing Degree Requirements ... 22		Doctor of Podiatric Medicine Degree	61
2+2 Program	23	ADMISSION POLICIES	68
ABSN	23	General Admission Information	68
Master of Science in Nursing Degree	24	Special Status Students	68
Goals	24	International Students	69
Student Learning Outcomes	24	TOEFL Requirement	69
Entry-Level Master’s Degree in Nursing.....	24	Bachelor of Science in Nursing	71
Case Management Track.....	26	Freshman Entry	71
Family Nurse Practitioner Program.....	27	Transfer Student Entry	71
Nurse Anesthesia Program	29	LVN Entry	71
MSN Online Program	30	30 Unit Option for RN Licensure	72
		Academic Forgiveness.....	72
		Advanced Placement – BS Nursing Degree	72
		Accelerated Bachelor of Science in Nursing (ABSN)	73
		Master of Science in Nursing	74
		Master of Occupational Therapy	76
		Hand and Upper Quadrant Therapy	77
		Doctor of Physical Therapy	77
		Master Physician Assistant.....	78
		Doctor of Podiatric Medicine	79

FINANCIAL INFORMATION	81	STUDENT LIFE AND STUDENT SERVICES.....	109
Tuition and Fees	81	Academic & Disability Support Services	109
Refund Policy	83	Ceremonies and Events	110
Financial Assistance	84	Employment.....	111
ACADEMIC POLICIES	86	Student Health Requirements & Policies	112
Academic Advising	86	John A. Graziano Memorial Library.....	118
Attendance	86	Parking and Public Transportation.....	119
Award of Academic Credit, Transfer Credit	86	Student Government and Organizations	120
Grading.....	87	Student Awards and Recognition.....	122
Drop Add Policies.....	91	COLLEGE FACILITIES.....	125
Progression & Graduation Policies	94	EMERGENCY AND DISASTER PLAN	129
ACADEMIC, PERSONAL, AND		ADMINISTRATIVE OFFICES AND SERVICES.....	130
PROFESSIONAL INTEGRITY	100	FEDERAL AND STATE REGULATORY POLICIES.....	132
Academic Integrity Policy	100	FACULTY AND ADMINISTRATION	144
Code of Ethics	100	INDEX	158
Code of Conduct.....	100		
Dispute and Grievance Policy	101		
CAMPUS POLICIES	104		
Alcoholic Beverage Policy.....	104		
Directory Information	104		
Institutional Review Board	106		
Sexual Harassment/Misconduct Policy.....	106		
Smoking	108		

Academic Calendar 2008–2009

(ABSN) Accelerated Bachelor of Science in Nursing Program–Oakland Campus

SUMMER 2008

5/27	Classes begin Summer 2007 (tuition and fees due)
7/4	July 4th holiday
8/11-15	Fall 2008 registration
9/1	Labor Day holiday
9/9–9/22	Break
9/22	Last day of Summer 2008 classes

SPRING 2009

2/11	Classes begin for Spring 2009 (tuition and fees due)
2/16	President's Day holiday
3/30–4/5	Break
5/26	Last day of Spring 2009 classes

The Academic Calendar is subject to change without notice.

FALL 2008

9/23	Classes begin Fall 2008 (tuition and fees due)
10/28–11/3	Break
11/25–12/1	Thanksgiving holiday
12/16–1/5	Break
1/5–8	Spring 2009 registration
1/19	Martin Luther King, Jr. holiday
2/10	Last day of Fall 2008 classes

Academic Calendar 2008–2009

(ABSN) Accelerated Bachelor of Science in Nursing Program–San Francisco Learning Center April Cohort

SUMMER 2008

4/24	Classes begin Summer 2008 (tuition and fees due)
5/26	Memorial Day holiday
6/30–7/6	July 4th holiday
7/7–7/11	Fall 2008 registration forms due in Registrar's Office
8/17	Last day of Summer 2008 classes

FALL 2008

8/18	Classes begin Fall 2008 (tuition and fees due)
9/1–7	Break
11/24–30	Thanksgiving holiday
12/1–5	Spring 2009 registration
12/15	Last day of Fall 2008 classes

SPRING 2009

1/7	Classes begin for Spring 2009 (tuition and fees due)
1/19	Martin Luther King, Jr. holiday
2/16	President's Day holiday
4/24	Last day of Spring 2009 classes

The Academic Calendar is subject to change without notice.

Academic Calendar 2008–2009

(ABSN) Accelerated Bachelor of Science in Nursing Program–San Francisco Learning Center November Cohort

FALL 2008

11/3	Classes begin Fall 2008 (tuition and fees due)
11/24–11/30	Thanksgiving break
12/15–1/4/09	Winter break
1/19	Martin Luther King, Jr. holiday
2/9–13	Spring 2009 registration
2/16	President’s Day holiday
3/16–22	Spring break
3/21	Last day of Fall 2008 classes

SUMMER 2009

7/15	Classes begin for Summer 2009 (tuition and fees due)
9/7	Labor Day
9/21–29	Fall break
10/28	Last day of Summer 2009 classes

The Academic Calendar is subject to change without notice.

SPRING 2009

3/23	Classes begin Spring 2009 (tuition and fees due)
5/25	Memorial Day
6/1–5	Summer 2009 registration
7/2–14	4th of July break
7/11	Last day of Spring 2009 classes

Academic Calendar 2008–2009

(ABSN) Accelerated Bachelor of Science in Nursing Program—San Mateo Learning Center June Cohort

SUMMER 2008

6/11	Classes begin Summer 2008 (tuition and fees due)
7/2–7/4	July 4th holiday
8/25–29	Fall Term 2008 registration
9/1	Labor Day holiday
9/30–10/5	Fall break
10/5	Last day of Summer 2008 classes

FALL 2008

10/6	Classes begin Fall 2008 (tuition and fees due)
11/24–28	Thanksgiving holiday
12/22–1/5	Break
1/5–9	Spring 2009 registration
1/19	Martin Luther King, Jr. holiday
2/9–2/16	Break and President's Day holiday
2/16	Last day of Fall 2008 classes

SPRING 2009

2/17	Classes begin for Spring 2009 (tuition and fees due)
5/25	Memorial Day holiday
6/10	Last day of Spring 2009 classes

The Academic Calendar is subject to change without notice.

Academic Calendar 2008–2009

(ABSN) Accelerated Bachelor of Science in Nursing Program–San Mateo Learning Center January Cohort

SPRING 2009

1/5	Classes begin Spring 2009 (tuition and fees due)
1/19	Martin Luther King, Jr. holiday
2/16	President's Day holiday
3/23–27	Summer 2009 registration
4/27	Last day of Spring 2009 classes

SUMMER 2009

5/5	Classes begin Summer 2009 (tuition and fees due)
5/25	Memorial Day holiday
7/3	July 4th holiday
7/20–24	Fall 2009 registration
8/23	Last day of Summer 2009 classes

FALL 2009

9/2	Classes begin for Fall 2009 (tuition and fees due)
9/7	Labor Day holiday
11/26–27	Thanksgiving holiday
12/21	Last day of Fall 2009 classes

The Academic Calendar is subject to change without notice.

Academic Calendar 2008–2009

(ABSN) Accelerated Bachelor of Science in Nursing Program–Sacramento

SPRING 2008

1/2	Classes begin Spring 2008 (tuition and fees due)
1/21	Martin Luther King, Jr. holiday
2/18	President's Day holiday
4/22	Last day of Spring 2008 classes

SUMMER 2008

4/29	Classes begin Summer 2008 (tuition and fees due)
5/26	Memorial Day holiday
7/4-4	July 4th holiday
7/14-18	Fall 2008 registration
8/18	Last day of Summer 2008 classes

FALL 2008

8/25	Classes begin for Fall 2008 (tuition and fees due)
9/1	Labor Day holiday
11/26-28	Thanksgiving holiday
12/19	Last day of Fall 2008 classes

The Academic Calendar is subject to change without notice.

Academic Calendar 2008–2009

(BSN 2+2) Bachelor of Science in Nursing Program

FALL 2008

8/30	Residence Hall opens
9/1	Labor Day holiday
9/2	Classes begin
	Fall 2008 tuition and fees due
	Late registration for continuing students
9/2–12	Add/drop period
9/12	Last day to register for Fall 2008
11/3–14	Spring 2009 advising
11/17–21	Spring 2009 registration
11/24	Late registration fee for Spring 2009 imposed (\$50 per week)
11/26–28	Thanksgiving break
12/15–18	Final exams
12/19	Residence Hall closes by 12 noon
12/24	Grades due in Registrar's Office

SPRING 2009

1/5	Classes begin for Spring 2009
	Spring 2009 tuition and fees due
	Late registration for continuing students
1/5–16	Add/drop period
1/16	Last day to register for Spring 2009
1/19	Martin Luther King, Jr. holiday
2/13–17	President's Holiday break
4/20–5/1	Fall 2009 advising
5/4–8	Fall 2009 registration
5/11	Late registration fee for Spring 2009 imposed (\$50 per week)
5/18–21	Final Exams
5/27	Grades due in Registrar's Office

The Academic Calendar is subject to change without notice.

Academic Calendar 2008–2009

Graduate Academic Calendar

FALL 2008

8/26	Residence Hall opens
8/28–29	New Student Orientation (program specific)
9/1	Labor Day holiday
9/2	Classes begin Fall 2008 tuition and fees due Late registration for continuing students
9/2–9/12	Add/drop period
9/12	Last day to register for Fall 2008 term
11/3–14	Spring 2009 advising
11/17–21	Spring 2009 registration
11/24	Late registration fee for Spring 2009 imposed (\$50 per week)
11/26–28	Thanksgiving break
12/12	Last day of Fall 2008 classes
12/15–18	Final exams
12/19	Residence Hall closes at 12 noon
12/24	Grades due in Registrar's Office

SPRING 2009

1/5	Classes begin Spring 2009 tuition and fees due Late registration for continuing students
1/5–16	Add/drop period
1/16	Last day to register for Spring Term
1/19	Martin Luther King, Jr. Holiday
2/13–2/17	President's Holiday break
3/9–20	Summer 2009 advising
3/23–27	Summer 2009 registration
3/30	Late registration fee for Summer 2009 imposed (\$50 per week)
4/17	Last day of Spring 2009 classes
4/20–24	Final exams
5/1	Grades due in Registrar's Office

SUMMER 2009

5/4	Classes begin Summer 2009 tuition and fees due Late registration for continuing students
5/4–15	Add/drop period
5/15	Last day to register for Summer 2009
5/22	Commencement
5/25	Memorial Day Holiday
7/2–3	Independence Day Holiday
7/6–17	Fall 2009 advising
7/20–24	Fall 2009 registration
7/27	Late registration fee for Fall 2009 imposed (\$50 per week)
8/7	Last day of Summer 2009 classes
8/10–14	Final exams
8/21	Grades due in Registrar's Office

The Academic Calendar is subject to change without notice.

Academic Calendar 2008–2009

(CSPM) California School of Podiatric Medicine Academic Calendar

SUMMER 2008

5/27–8/15	Length of semester
7/9	National Boards Part I (2nd Year Rotations cancelled)

FALL 2008

8/18–12/19	Length of semester
8/14–15	CSPM New Student Orientation, class of 2012
8/18	Classroom Instruction begins
9/1	Labor Day holiday
10/8	National Boards Part I
TBA	The Golden Gate Seminar (Clinical Rotations cancelled)
11/27–28	Thanksgiving Recess
12/15–19	Final examinations week (2nd and 3rd Year Rotations cancelled)
12/20–1/4/2009	Winter Recess

SPRING 2009

1/5–5/21	Length of semester
1/5	Classroom Instruction begins
1/19	Martin Luther King, Jr. Holiday
2/16	President's Holiday (No classes—clinical rotation assignments may be scheduled)
TBA	OSCE—Clinical Competency Exams in San Francisco—Class of 2009
TBA	National Boards Part II
4/6–10	Spring Break (No classes—clinical rotation assignments continue)
5/15	Last day of classes; Last Day at Core Site Rotations/Clerkships (2008)
5/18–21	Final examination week (2nd and 3rd year rotations cancelled)
5/21	DPT/DPM Graduation Ball
5/22	Graduation
5/24	Last day of rotations, classes of 2010 & 2011

The Academic Calendar is subject to change without notice.

History and Mission

HISTORY OF SAMUEL MERRITT COLLEGE

Samuel Merritt College was founded in 1909 as a diploma school of nursing sponsored by Samuel Merritt Hospital in Oakland, California. Named in honor of a physician, Dr. Samuel Merritt, the College has evolved over its ninety-nine years of existence from a hospital diploma school of nursing to a senior college.

Samuel Merritt Hospital School of Nursing graduated more than 3000 women and men during its first nearly three quarters of a century (1909–1980). Throughout much of its early history, the School affiliated with other colleges and universities to offer general education and liberal arts courses. Early partners included Mills College, California State University Hayward, and the College of Alameda. In 1977, an agreement was reached with Saint Mary's College of California, in which a cooperative program was initiated as a precursor to the current joint baccalaureate nursing program. From 1977 through 1980, students who were enrolled at Samuel Merritt took foundation liberal arts and sciences courses at Saint Mary's College and completed a major in nursing on the Samuel Merritt campus. Graduates received an associate of science degree from Saint Mary's College and a diploma from Samuel Merritt Hospital College of Nursing. The last class to complete requirements for the diploma in nursing graduated in 1983.

Samuel Merritt Hospital College of Nursing was renamed Samuel Merritt College during the 1980's in recognition of its move to become a senior institution of higher education. A joint baccalaureate degree program in nursing was initiated in 1981, and the term, "Intercollegiate Nursing Program," began to be used to differentiate this new joint venture with Saint Mary's College. The first baccalaureate students, a group of college transfers and college graduates completing an accelerated program, were graduated in February 1984. Accreditation from the senior commission of the Western Association of Schools and Colleges (WASC) was also achieved by Samuel Merritt College in that same year. The first registered nurses to complete an RN to BSN option were graduates of the last diploma class who completed baccalaureate requirements in 1985.

Much change occurred at Samuel Merritt College during the late 1980's and the decade of the 1990's. The sponsoring parent institution successfully merged with a series of hospitals (Peralta Hospital in 1981, and Providence Hospital in 1991) to become Summit Medical Center. In 1999, another merger was completed with Alta Bates Medical Center, leading to the adoption of a new name, Alta Bates Summit Medical Center. At the same time, the Medical Center and the College became part of Sutter Health System. Within this time frame, Samuel Merritt College became the custodian of the academic records for graduates of Providence School of Nursing, which closed in 1972, and welcomed these graduates into its alumni organization.

In 1990, Samuel Merritt College established its first graduate degree program, a first professional degree leading to a master's in physical therapy. In 2002, this program transitioned to a first professional doctoral degree program, leading to the Doctor of Physical Therapy. Other graduate programs were developed during this period, including a master's degree in nursing (1992), and a post-professional Master of Science degree for physical therapists. In 1994, an entry-level master's degree program was established in Occupational Therapy, and in 1999, in Physician Assistant studies. At the present time, the School of Nursing offers tracks for specialization in case management, family nurse practitioner, and nurse anesthesia.

In July 2002, the California College of Podiatric Medicine (CCPM) merged with SMC. CCPM was founded in 1914 in San Francisco and is one of eight professional schools of podiatric medicine in the country. Now known as the California School of Podiatric Medicine (CSPM), CSPM is recognized for its reputation for educating outstanding podiatric physicians.

Samuel Merritt College has, for decades, graduated highly qualified health care providers. In recognition of its efforts, the College was awarded the California Governor's Quality Award in 1999, the first institution of higher education in California to receive this award.

In 2002, Samuel Merritt College established its first regional learning center in Sacramento, to house an entry-level master of science in nursing program. The center added the ABSN program in 2007. In 2005, the College undertook an aggressive enrollment expansion plan in nursing, given the substantial state and national shortage of registered nurses projected to last well into the third decade of the new century. In cooperation with the East Bay Community Foundation and the Gordon and Betty Moore Foundation, the College established two local learning centers. The first opened in 2006 on the St. Luke's Medical Center campus in San Francisco and the second in San Mateo in 2007.

Both of these programs enroll 100 nursing students at each site utilizing the ABSN curricula established on the Oakland campus in 2005. The local learning centers are completely self-contained educational centers; however, all are connected to the main campus via state of the art live video feed. Both centers also have human simulation laboratory capabilities that enhance the primary Health Sciences Simulation Center on the Oakland campus, widely recognized as a premier learning technology in the western United States.

SMC Program	Degree	Year Established
Nursing*	Diploma	1909
Nursing* (Intercollegiate Nursing Program)	BSN	1981
Nursing* RN-BSN option	BSN	1984
Nursing Accelerated BSN Program for College Graduates*	BSN	1988
Physical Therapy*	MPT	1990
Nursing (Administration*, High Risk Populations*)	MSN	1992
Nursing (Family Nurse Practitioner)	MSN	1993
Physical Therapy*	MS	1993
Nursing (Nurse Anesthesia & Medical Surgical*)	MSN	1994
Occupational Therapy	MOT	1994
Nursing (Entry-Level Master's for College Graduates)	MSN	1996
Nursing (RN-BSN-MS with Saint Mary's College)*	BSN, MSN	1997
Health and Human Sciences*	BS	1998
Physician Assistant	MPA	1999
Nursing (On-line Degree Completion for Advanced Practice Nurses)	MSN	2001
Nursing (Entry-Level Master's for College Graduates) – Sacramento Regional Center	MSN	2002
Doctor of Physical Therapy	DPT	2002
Doctor of Podiatric Medicine	DPM	2002 **
Nursing (Partnership Programs)	BSN	2004
Nursing (Accelerated BSN)	BSN	2005

* Enrollment of new students suspended

** Originally established at the California College of Podiatric Medicine in 1914.



STRATEGIC DIRECTION OF SAMUEL MERRITT COLLEGE

Samuel Merritt College has defined a bold and forward-looking vision that will sustain the College as a first class accredited institution of higher learning. The College is focused on strategies to enhance instructional innovation, expand learning and laboratory facilities, and provide the highest levels of expert faculty and staff to support undergraduate and graduate students.

MISSION

Samuel Merritt College educates students to become highly skilled and compassionate healthcare professionals who positively transform the experience of care in diverse communities.

VISION

Samuel Merritt College will become nationally recognized as a premier, multi-specialty health sciences institution. Expert faculty and staff will shape an inclusive learning environment where all students experience best teaching practices and state-of-the-art learning approaches. The College will select and support students who will flourish in its rigorous academic programs, learn to practice expertly, and pass licensure or certification examinations on first attempt.

VALUES

At Samuel Merritt College we value...

- A **learning** environment where we challenge ourselves and our students to think critically, seek mastery, and act compassionately.
- A **collegial** environment where we are fair, respectful, and behave with integrity.
- A **collaborative** environment where we partner with one another and with others in the community.
- An **innovative** environment where we take reasoned risks and move nimbly.
- A **results-oriented** environment where we provide and expect exceptional performance and service.

Academic Division

Organization of Academic Units

The Academic Division of Samuel Merritt College offers baccalaureate, master's and doctoral programs in two professional Schools (Nursing and Podiatric Medicine) and three departments (Occupational Therapy, Physical Therapy, and Physician Assistant). The division also maintains responsibility for the John A. Graziano Memorial Library, Department of Institutional Research and Learning Technology.

The School of Nursing operates programs on the Oakland campus, the Sacramento Regional Center, and learning centers in San Francisco and San Mateo. Nursing programs include the 2+2 Program, and Accelerated Bachelor of Science in Nursing program (undergraduate studies), and graduate programs, which include the Entry-Level Masters Degree Program, Nursing Anesthesia, Case Management, and Family Nurse Practitioner.



Oakland Campus

The main campus of Samuel Merritt College is located in Oakland at 370 Hawthorne Avenue on the Summit campus of Alta Bates Summit Medical Center. The College operates in several facilities on the campus, including Bechtel Hall, Towne Court, the Health Education Center, Peralta Pavilion, and Providence Pavilion. All non-nursing graduate programs are based on the Oakland campus. Nursing programs include those listed above.

Regional Learning Center—Sacramento, CA

The Sacramento Regional Center houses complete, free-standing educational programs in nursing, including the ABSN, and the Entry-level Masters Degree Program.

Learning Center—San Francisco, CA

The San Francisco Center houses a complete, free-standing ABSN program. The program admits two cohorts of students per year.

Learning Center—San Mateo, CA

The San Mateo Center houses a complete, free-standing ABSN program. The program admits two cohorts of students per year.

St. Mary's Medical Center

Offices and clinics for Podiatric Medicine are located in San Francisco at St. Mary's Medical Center. Didactic instruction and most laboratory experiences are based on the Oakland campus.

CORE COMPETENCIES

The faculty of Samuel Merritt College have identified a set of core competencies to be achieved by graduates of its baccalaureate, master's and professional doctoral programs. Curricula are planned to enable students to develop these competencies which have been identified as a result of recommendations from employers, professional groups, professional associations, licensing agencies, and organizations such as the Pew Foundation. Core competencies guide assessment and evaluation activities of the College as it seeks to use evidence for continuous improvement of its curricula, teaching strategies, and educational resources. In keeping with one of its core values, Learning, Samuel Merritt is a learning community engaged in ongoing development of its students, faculty, and staff. Please see the following table for more information.

Samuel Merritt College, Core Curriculum Task Force, Core Outcomes and Competencies

All Samuel Merritt College graduates are expected to demonstrate the outcomes and competencies identified in this document. The competencies are statements of minimal expectations. Departments and Programs may have additional competency requirements. It is assumed that the student meets the competencies at the lower level.

Outcome: A Samuel Merritt College graduate is:	Competencies		
	Undergraduate Level	Master’s Level	First Professional/ Entry Doctoral Level:
<i>Clinically competent and displays appropriate clinical reasoning skills</i>	<p>Passes entry-level licensure/certification examination.</p> <p>Demonstrates entry-level clinical skills and abilities for the discipline.</p> <p>Makes sound clinical decisions based on reasoning processes that involve the patient/client, caregivers and health care team members that result in patient-centered plans of care.</p> <p>Evaluates individual patient/client care, critiques the outcomes of care, and suggests improvements.</p> <p>Engages in professional development activities that enhances clinical skill sets.</p>	<p>Passes entry-level licensure/certification examination.</p> <p>Demonstrates entry-level clinical skills and abilities for the discipline.</p> <p>Makes sound clinical decisions based on reasoning processes that involve the patient/client, caregivers and health care team members that results in accurate diagnoses and patient-centered plans of care.</p> <p>Critically analyzes increasingly complex patient management issues, critiques outcomes of care, and implements improvements.</p> <p>Develops a plan for ongoing professional development to improve clinical competence.</p>	<p>Passes entry-level licensure/certification examination.</p> <p>Demonstrates entry-level clinical skills and abilities for the discipline.</p> <p>Makes sound clinical decisions based on reasoning processes that involve the patient/client, caregivers and health care team members that results in accurate diagnoses and patient-centered plans of care.</p> <p>Critically analyzes data from populations of patients/clients, and implements processes and policies to guide care and evaluate outcomes.</p> <p>Develops a plan for ongoing professional development to improve clinical competence.</p>
<i>One who contributes to the profession and society through leadership and service</i>	<p>Demonstrates fundamental skills in leadership and management to improve health care and practice in the workplace.</p> <p>Participates in professional associations and community service activities.</p>	<p>Demonstrates skills in leadership and management to improve health care and practice in the community.</p> <p>Participates as an active member/associate of a professional association and in community service activities.</p>	<p>Initiates changes to improve health care and professional practice through leadership.</p> <p>Advances the profession through leadership and community service activities.</p>
<i>A critical thinker</i>	<p>Formulates relevant questions, ideas and perspectives based on liberal learning educational requirements.</p> <p>Exhibits openness to examine contradictory ideas and question assumptions.</p> <p>Justifies and evaluates solutions selected.</p>	<p>Formulates relevant questions and proposes new ideas / care strategies based on research and practice from areas that contribute to the discipline.</p> <p>Actively seeks and critically examines contradictory ideas, assumptions and biases.</p> <p>Evaluates and justifies solutions to complex problems.</p>	<p>Formulates relevant questions and proposes new ideas / care strategies based on integration and synthesis of data, practices and theories of related disciplines.</p> <p>Critically examines own assumptions and suspends biased judgments.</p> <p>Evaluates and justifies solutions to complex problems that lead to effective change or improved outcomes.</p>
<i>Skilled in scientific inquiry</i>	<p>Uses the research literature to identify clinical problems that improve practice.</p> <p>Differentiates the level of quality and value among informational resources.</p>	<p>Completes a comprehensive literature review, and appropriately applies relevant findings to practice.</p> <p>Serves as a resource of knowledge about the discipline.</p>	<p>Formulates questions and develops systematic methods to address them.</p> <p>Serves as a resource of knowledge about the discipline.</p>
<i>An effective communicator</i>	<p>Speaks, reads, writes and listens effectively.</p> <p>Communicates effectively with clients and colleagues in the workplace.</p>	<p>Optimizes productive interpersonal relationships.</p> <p>Efficiently receives and transfers pertinent knowledge.</p> <p>Facilitates small group communication.</p>	<p>Models effective oral and written communication.</p> <p>Plans, implements and evaluates organizational communication systems.</p>

**Outcome:
A Samuel
Merritt College
graduate is:**

Competencies

	Undergraduate Level	Master's Level	First Professional/ Entry Doctoral Level:
<i>Culturally competent</i>	Demonstrates awareness of cultural values and beliefs that affect health care delivery.	Develops culturally competent approaches to problem solving that take into account individual differences.	Independently manages health problems that incorporate principles of cultural competence. Develops and promotes professional practice that recognizes and respects differences among patients in terms of their values, expectations, and experiences with health care.
<i>Compassionate and caring</i>	Demonstrates respect, concern and empathy for others.	Demonstrates respect, concern and empathy for others. Implements a plan that addresses the humanistic care requirements of clients.	Demonstrates humanistic qualities which foster the formation of appropriate and effective patient/provider relationships.
<i>Skilled in information management</i>	Proficient in using information through common technologies of access. Determines what data are needed, finds it in any medium, evaluates it and uses it appropriately.	Competently applies information to improve patient and organizational outcomes. Identifies emerging information technologies in the service sector that enhance clinical decision-making.	Develops information management systems to improve patient and organizational outcomes. Identifies emerging information management technologies in the service sector that enhance clinical decision-making.
<i>Ethical</i>	Clarifies personal values and behaves in accordance with professional values and codes of ethics. Takes action based on sound ethical and moral principles and practices in the care of patients.	Uses ethical problem solving skills that enhance patient care through competent decision making.	Implements and evaluates ethical decision making from individual, organizational, and societal perspectives.

TECHNICAL STANDARDS

In accord with core competencies, specified learning outcomes, and licensure requirements for each health science program, enrolled students are expected to complete all academic and clinical requirements of their respective program. Students should refer to the cognitive, affective, and psychomotor skills deemed essential to the completion of their program in order to perform as a competent professional in the field. Technical standards are published on the College website and are available from the Office of Academic and Disability Support Services upon request.



MEMBERSHIPS

Samuel Merritt College maintains memberships in the following associations:

- American Association for Higher Education
- American Association of Colleges of Nursing
- American Association of Colleges of Podiatric Medicine (AACPM)
- American Council of Education
- American Library Association
- Association of Independent California Colleges and Universities
- Association of Physician Assistant Programs
- Association on Higher Education and Disabilities
- Case Management Society of America
- Center for Academic Integrity
- The College Board
- East Bay Consortium of Education Institutions, Inc.
- Medical Library Association
- National Association of Advisors in the Health Professions
- National Association of College and University Business Officers
- National Association for Graduate Admission Professionals
- National Association of Student Personnel Administrators (NASPA)
- Northern California Consortium of Psychology Libraries
- Oakland Metropolitan Chamber of Commerce
- Public Responsibility in Medicine and Research (PRIM&R)
- San Francisco Biomedical Library Network
- Specialized Colleges of Nursing and Health
- Statewide California Electronic Library Consortium
- Western Association of Advisors in the Health Professions
- Western Association of College and University Business Officers
- Western Association of College and University Housing Officers (WACUHO)
- Western College Association

COURSE CREDITS AND COURSE NUMBERING SYSTEM

Samuel Merritt College uses the semester unit system for representing course credits.

One unit is awarded for each hour of classroom work per week, with the expectation that students will spend an additional three hours per week in study outside of the classroom.

A semester normally includes 14–16 weeks of instruction. Thus a class which meets for at least fifty minutes three times per week is credited as three semester units of credit. Undergraduate laboratory work is credited at one unit per three contact hours. One hundred and twenty semester units is the minimum required for a baccalaureate degree and thirty-six semester units of credit is the minimum required for the award of a master's degree at Samuel Merritt College. The course numbering system is as follows:

Undergraduate Courses

000–099 Assigned to Lower Division Courses
100–199 Assigned to Upper Division Courses

Graduate Courses

500–599 Assigned to courses taught at the graduate level in preparation for a graduate degree program
600–699 Assigned to courses at the master's level
700–799 Assigned to courses at the doctoral level

* The letter *L* is used to denote laboratory courses or sections.

School of Nursing

History

The School of Nursing offered the first academic program under the aegis of Samuel Merritt Hospital in 1909. Over three thousand nurses graduated during the first 75 years of its existence. In 1977, a cooperative associate degree-diploma in nursing program was initiated with Saint Mary's College of California. In 1981, in a new cooperative endeavor with Saint Mary's College, the first students were admitted to a joint baccalaureate degree program. Graduate programs in nursing were initiated in 1992 and today include programs in case management (1997), family nurse practitioner (1993), and nurse anesthesia (1994). An entry-level master's degree option for college graduates (ELMSN) was initiated in 1996. A Bachelor of Science accelerated program for college graduates (ABSN) admitted its first class in 2005. In 2001, nursing became the first program to be offered at a distance from the campus with the inauguration of the ELMSN program at the Sacramento Regional Center. In 2006, the ABSN program opened a San Francisco Learning Center and in 2007 expanded to Sacramento and San Mateo.

Mission

Characterized by scholarship and community service, the School of Nursing prepares highly competent, qualified, and caring nurses who meet the health care needs and expectations of individuals, families, communities, and the profession.

Philosophy

Nursing is a dynamic, evolving discipline based on knowledge of human health derived from the integration of research, theory, and practice. The consistent orientation of nursing is to provide care that promotes well-being in the people served (ANA, 1995, p.6). The ultimate goal of nursing is to assist individuals, families, and communities to achieve optimal health within the parameters of applicable social, cultural, and environmental systems. The professional nurse consults with other health professionals, forms independent clinical judgments, and makes autonomous decisions based on a systematic problem solving approach. Students and faculty are committed to principles of shared responsibilities for continuous learning, self-assessment, and practice improvement.

Accreditation

The nursing programs are approved by the California Board of Registered Nursing, and accredited by the Commission on Collegiate Nursing Education (CCNE). In addition, the Certified Registered Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (CANAEP).

BACHELOR OF SCIENCE IN NURSING

Students looking to earn a Bachelor of Science in Nursing (BSN) may enter the College in one of three ways:

1. **Freshmen Entry—2+2 program with Partnership Colleges**
Students who are interested in entering the program as a freshman may apply directly to one of our partnership programs at Holy Names University, Mills College (women only) or Saint Mary's College of California for the first two years of the nursing major. Following the successful completion of the first two years of coursework, students who meet all conditions of the partnership program are granted admission to Samuel Merritt College for the completion of the Bachelor of Science in Nursing degree.
2. **Transfer Entry**
Samuel Merritt College admits transfer students on a space available basis in fall and spring. The admission is as a first semester junior and it will take 4 semesters to complete the program.
3. **Accelerated Bachelor of Science in Nursing (ABSN)**
The ABSN is designed for someone who has his/her bachelor's degree in a non-nursing field. The ABSN will be completed in 12 months of intensive nursing theory courses and clinical education. The ABSN program is offered on the main campus in Oakland, at our Learning Centers in San Francisco, San Mateo, and in Sacramento.

For more information on any of these programs, please contact the Office of Admission or visit the Samuel Merritt College website (www.samuelmerritt.edu).

Goals

The goals of the Baccalaureate Nursing Programs are to:

- Educate professionals who are grounded in the liberal arts and the discipline of nursing and who demonstrate competence in practice, skills in inquiry, and who are guided by ethical and humanistic values.
- Offer baccalaureate education in nursing for learners with varied educational and cultural backgrounds who are capable of providing health care to diverse client populations and exercising leadership in a variety of settings.
- Provide a forum for analysis of issues in nursing and health care that supports the preparation of graduates who are client advocates and who are able to facilitate change in health care environments.
- Provide an environment in which faculty and students engage in scholarly activities in order to contribute to the body of nursing knowledge through practice, education, and research.

- Prepare graduates who are consumers of research with an ability to translate research findings into practice and who are prepared for graduate education.
- Prepare graduates who contribute to the advancement of nursing as a profession and to the improvement of health care through participation in professional organizations.
- Prepare professionals who are capable of exercising citizenship in a world community and have an appreciation for community service, life-long learning, and an enriched human existence.

Curriculum

Education for the professional nurse emphasizes liberal and professional education, skilled nursing practice, values, and attitudes. The curriculum for the preparation of the nurse in the Baccalaureate Nursing Programs is based upon the philosophy of the faculty and student learning outcomes, as well as knowledge and theory from the various disciplines and nursing. The liberal learning and science requirements from our partner colleges have been designed to meet both Samuel Merritt College's requirements for liberal learning as well as those required by our accreditation bodies. Four major concepts are used to provide organizational focus in nursing courses. These concepts include person, environment, health, and nursing.

Student Learning Outcomes

The Baccalaureate Nursing Programs offer programs built upon a foundation of science and liberal education to prepare individuals for beginning professional practice and to provide a foundation for graduate study. Based upon the program philosophy and purposes, the graduate will:

1. Respect the inherent dignity of individuals and groups in the delivery of quality nursing care.
2. Analyze and integrate theory, research, and knowledge from nursing, the physical and behavioral sciences, and humanities to improve the quality of care provided to clients.
3. Use effective communication principles in facilitating professional relationships with clients and colleagues.
4. Demonstrate critical thinking in the application of the nursing process to facilitate disease prevention and maintenance and restoration of health for culturally diverse clients of all ages.
5. Evaluate research findings to improve the quality of care provided to clients in a global environment.
6. Perform therapeutic nursing interventions based on a comprehensive plan of care in collaboration with other health team members in a variety of settings.
7. Analyze the effects of changing social, cultural, legal, economic, political trends and ethics on decisions made in nursing practice.
8. Collaborate effectively with multidisciplinary systems to promote the health and welfare of individuals, families, and communities.
9. Apply standards of practice and an ethical decision making process to nursing care that meets clients health care needs as defined by the ANA Code of Ethics.
10. Use leadership and management principles in the delegation and supervision of nursing care while retaining accountability for the quality of care given to the client.
11. Use health care and communication technologies to evaluate patient care and advance patient education.
12. Develop, implement, and evaluate a plan for ongoing personal and professional development.
13. Incorporate factors relating to the global environment in the provision of care.
14. Demonstrate awareness of the suffering of others and the desire to relieve it.

Bachelor of Science in Nursing Degree (2+2 Option) Degree Requirements

The 2+2 Pre-Nursing program is offered in cooperation with Holy Names University, Oakland; Mills College, Oakland; and Saint Mary's College of California, Moraga. This new program allows students multiple options to secure the liberal learning and science courses required as the foundation for professional nursing education. Admission to the Samuel Merritt College BSN program (2+2 option) is dependent upon successful completion of previous course work with a "B" average (3.0 GPA) or better, the attainment of a score at or above the national average on the Nurse Entrance Test (NET) composite score, a score at or above the national average for essential math skills on the NET, and at or above the national average for reading comprehension on the NET, and successfully completing a criminal background check. Prospective students should consult the catalogs of these respective colleges for admission requirements and courses to be taken.

Transfer Students

Transfer students may be enrolled in the program. Students who desire to transfer into the 2+2 Nursing program must meet all of the same requirements expected from the colleges and the university named above. Prospective students are asked to check the Samuel Merritt College website (www.samuelmerritt.edu) for updates on admission requirements and ability to be admitted as a transfer student to the 2+2.

**2+2 BSN Curriculum Overview
Years Three and Four**

Junior Year—33 Units

Junior One

Nursing 125 Health Assessment/ Health Promotion/Teaching	4.0
Nursing 119 Pathophysiology	3.0
Nursing 129 Mental Health Nursing	5.0
Nursing 137 Introduction to Nursing and the Health Care Delivery System	3.0
Total	15.0

Junior Two

Nursing 118 Pharmacology	3.0
Nursing 120 Managing Care of Adults I	5.0
Nursing 128 Healthy Aging	2.0
Nursing 136 Managing Care of Adults II	5.0
General Education (TBA)	3.0
Total	18.0

Senior Year—34 Units

Senior One

Nursing 108 Nursing Research	2.0
Nursing 144 Maternity Nursing	5.0
Nursing 158 Pediatric Nursing	5.0
Nursing 164 Managing Care of Adults III	5.0
Total	17.0

Senior Two

Nursing 160 Nursing Leadership, Management, and Health Policy	3.0
Nursing 170 Community Health	5.0
Nursing 190 Senior Synthesis	6.0
General Education Course II (TBA)	3.0
Total	17.0

Total Units 67 units



Accelerated Baccalaureate Program (ABSN)

Samuel Merritt College, School of Nursing, offers an accelerated baccalaureate program (ABSN) for candidates with higher degrees in other fields. The program recognizes each individual's past experiences and academic achievements and builds upon these assets. It provides a mechanism for graduates with non-nursing degrees to change careers efficiently and effectively. Because of these basic premises, the curriculum is different from the traditional BSN.

The program is designed to be completed in 12 months. The curriculum includes five terms of intensive study at a rapid pace. Although the curriculum and format are different from Samuel Merritt's traditional BSN program, the goals, student learning outcomes, and foundational concepts are the same.

The ABSN is offered on the Oakland campus, the Sacramento Regional Learning Center, and the San Mateo and San Francisco Learning Centers.

ABSN Curriculum Overview

Term I

Nursing 038 Introduction to Professional Nursing	2.0
Nursing 125 Health Assessment/ Health Promotion & Teaching	2.5
Total	4.5

Term II

Nursing 120 Managing Care of Adults I	5.0
Nursing 126 Health Assessment II	2.5
Nursing 128 Healthy Aging	2.0
Nursing 136 Managing Care of Adults II	5.0
Total	14.5

Term III

Nursing 108 Nursing Research	2.0
Nursing 144 Maternity Nursing	5.0
Nursing 158 Pediatric Nursing	5.0
Nursing 164 Managing Care of Adults III	5.0
Total	17.0

Term IV

Nursing 129 Mental Health Nursing	5.0
Nursing 170 Community Health Nursing	5.0
Total	10.0

Term V

Nursing 160 Nursing Leadership, Management, and Health Policy	3.0
Nursing 181 Senior Synthesis	3.0
Total	6.0

Total Units **52.0**

MASTER OF SCIENCE DEGREE IN NURSING

Description

The graduate program in nursing prepares nurses for advanced roles. A minimum of 36 semester units of study is required for the master's degree, but specific tracks may require more units of study to provide adequate mastery of theory and clinical skills appropriate for advanced roles. Two types of entry options are offered: the entry-level, first professional degree for college graduates who are seeking to become nurses (ELMSN), and the post-professional master's degree for students who are already registered nurses. In addition, post-master's certificates are offered in advanced practice programs for those nurses who already have a master's degree in nursing but who are seeking preparation for a new role.

The graduate curriculum is designed to prepare students to meet specific competencies at the completion of the program. Core courses, courses with a research focus, and courses in the specialty area are sequenced in order to enable students to develop advanced nursing skills progressively as they move through the program. A graduate level synthesis project, which may include a comprehensive exam, directed study special project, or a thesis, is required as a final graduate-level project.

Graduate Education

We believe that new knowledge and advances in science, philosophy, and technology necessitate advanced preparation to enable the practitioner to make complex decisions in delivering health care to individuals and groups. Graduate education programs for the professional must be conducted in an environment

in which scholarship, research, creativity, clinical practice, and professional activity are valued. The development of graduate students' critical inquiry skills and abilities is central to clinical practice and the evolution of the profession. Furthermore, we believe that students admitted to the graduate programs acquire skills in inquiry and scholarship in conjunction with expert faculty who direct study, inspire problem-solving, and promote professional growth.

Goals

The goals of the Master of Science in Nursing program are to:

- Prepare nurses for advanced nursing roles in case management, family nursing practice, and nurse anesthesia.
- Prepare graduates for leadership roles in the health care system at the regional, state, and national levels.
- Prepare nurses who can identify researchable problems, participate in conducting research, and promote the use of research findings in practice.
- Provide the foundation for doctoral study.

Student Learning Outcomes

Graduates of the Master of Science in Nursing program will demonstrate:

1. Competency as highly qualified nurses for entry-level practice (ELMSN), advanced practice specialty certification, or other advanced nursing roles.
2. Clinical skill sets that make graduates desirable to employers and competitive in the health care marketplace.
3. Facility in clinical decision-making based on critical thinking and diagnostic reasoning.
4. Research skills that facilitate effective mobilization, use, and application of information.
5. Skills for engagement in responsibilities of professional leadership.

Entry-Level Master of Science in Nursing (ELMSN)

Designed for college graduates seeking a new career in nursing, the entry-level master's degree program (ELMSN), offers preparation for RN licensure and a choice of two graduate tracks on the Oakland campus and the Sacramento Regional Center. The ELMSN program at the Oakland campus admits students in the fall semester; the program at the Sacramento campus admits students in the spring semester.

The graduate options in the ELMSN program include: case management (CM) and family nurse practitioner (FNP). All options have identical full-time coursework for the first four semesters, after which, students may take the RN licensure examination. The case management track includes an additional three semes-

ters and the FNP track an additional six semesters. Both tracks are designed for either full or part-time study after licensure. In order to progress into the seventh semester in the CM and FNP programs, ELMSN students are required to have passed the NCLEX examination.

For information on the ELMSN transition to CRNA, contact the Program Director of Nurse Anesthesia.

Student Learning Outcomes

The prelicensure courses prepare the individual for beginning professional practice and provide a foundation for graduate study. Building on prior baccalaureate course work, upon completion of the prelicensure component of the ELMSN program, the student will:

1. Develop and implement care that enhances the dignity of individuals and groups.
2. Analyze and integrate theory, research, and knowledge from nursing, the physical and behavioral sciences, and humanities to improve the quality of care provided to clients.
3. Use effective communication principles in facilitating professional relationships with clients, families, colleagues, and health care system leaders.
4. Demonstrate critical thinking in the application of the nursing process to facilitate the promotion of health, disease prevention, maintenance and restoration of health, or the dying process for culturally diverse clients of all ages.
5. Demonstrate theory (ethical, personal, aesthetic, and empirical) guided, evidence based practice.
6. Provide leadership in performing therapeutic nursing interventions based on a comprehensive plan of care in collaboration with other health team members in a variety of settings.
7. Analyze the effects of changing social, cultural, legal, economic, political trends and ethics on decisions made in health care delivery.
8. Collaborate effectively to promote the health and welfare of individuals, families, and communities.
9. Apply standards of practice and an ethical decision making process to nursing care that meets clients health care needs as defined by the ANA Code of Ethics.
10. Use leadership and management principles in the delegation and supervision of nursing care while retaining accountability for the quality of one's own care given to the client.
11. Use health care and communication technologies to evaluate patient care and advance patient education.
12. Present reasoned solutions to complex problems that evidence reflection, consideration of multiple realities, and forward thinking.
13. Exhibit professional behavior.
14. Demonstrate awareness of the suffering of others and the desire to relieve it.

Curriculum Overview for Pre-licensure Course Work

Semester I

Nursing 500 Nursing in Transition	2.0
Nursing 520 Integration of Pathophysiology and Pharmacology	5.0
Nursing 524/524L Health Assessment	3.0
Nursing 534/534L Mental Health Nursing	6.0
Nursing 542L Nursing Skills I	1.0
Total	17.0

Semester II

Nursing 543L Nursing Skills II	1.0
Nursing 546/546L Nursing Care of Adults and Older Adults	10.0
Nursing 562 Professional, Legal and Ethical Issues	3.0
Total	14.0

Semester III

Nursing 540/540L Reproductive Health Care	6.0
Nursing 556/556L Nursing Care of Pediatric & Youth Populations	5.5
Nursing 566/566L Nursing Care of Critically Ill Adults	4.5
Total	16.0

Semester IV*

Nursing 560 Leadership, Management, and Organizational Behavior in Health Care	3.0
Nursing 570/570L Community Health	5.0
Nursing 594L Clinical Internship	6.0
Total	14.0

*Upon completion of the first four semesters, students are eligible to take the RN licensure examination (NCLEX).

Semester V

Nursing 564 History and Theories of Nursing	3.0
Nursing 601 Research Methods	3.0
Nursing 602 Analysis of Health Policy Issues	3.0
Total	9.0

Curriculum Overview for the Case Management Track

Semester VI

Nursing 603 Epidemiology and Biostatistics	3.0
Nursing 607 Program Evaluation and Quality Improvement	3.0
Nursing 612 Health Care Finance	3.0
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Total	9.0

Semester VII

Nursing 605/606 Thesis or Special Project (Synthesis)	3.0
Nursing 620/620L Case Management	8.0
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Total	11.0

Total Units for ELMSN Case Management 90.0

Curriculum Overview for the Family Nurse Practitioner Track

Semester VI (Summer)

Nursing 672 Nurse Practitioner Seminar I	1.0
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Total	1.0

Semester VII

Nursing 619 Advanced Pathophysiology	3.0
Nursing 670 Family Nursing	3.0
Nursing 671/671L Advanced Health Assessment	3.0
<hr/>	
Total	9.0

Semester VIII

Nursing 674 Primary Health Care I	3.0
Nursing 677 Ambulatory Pharmacy	3.0
Nursing 678L Clinical Practicum	2.0
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Total	8.0

Semester IX

Nursing 675/675L Primary Health Care II	4.0
Nursing 679L Clinical Practicum (270 hours)	6.0
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Total	10.0

Semester X

Nursing 673 Nurse Practitioner Seminar II	1.0
Nursing 676 Primary Health Care III	2.0
Nursing 680L Internship	6.0
Nursing 605/606 Thesis/Project/Directed Synthesis	3.0
<hr/>	
Total	12.0

Total Units for ELMSN FNP 110.0

POST-PROFESSIONAL PROGRAMS CASE MANAGEMENT MSN PROGRAM

The purpose of this track is to prepare nurses with advanced theory and practice in a systematic case management approach

to the delivery of health care to diverse populations. Case management emphasizes collaborative methods of coordination, continuity, and quality of care within a cost-sensitive perspective. Graduates will be prepared to practice in various case-management settings including provider-, client-, and payer-based models.

Student Learning Outcomes

Graduates of this program will:

1. Ensure coordination, continuity, and quality of care for a selected population.
2. Assume nursing case management roles in a variety of managed care settings.
3. Demonstrate a clinical nursing foundation in the application of case management principles.

Curriculum Overview for the Post-Professional Case Management Program

Fall I

Nursing 600 Theoretical Foundations for Health Professionals	3.0
Nursing 560 or Nursing 608 Leadership, Management, & Organizational Behavior in Health Care	3.0
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Total	6.0

Spring I

Nursing 602 Analysis of Health Policy Issues*	3.0
Nursing 612 Health Care Finance Elective*	3.0
<hr/>	
Total	9.0

Summer I

Nursing 603 Epidemiology/Biostatistics	3.0
Nursing 607 Program Evaluation and Quality Improvement	3.0
<hr/>	
Total	6.0

Fall II

Nursing 601 Research Methods*	3.0
Nursing 620/620L Case Management	6.0
<hr/>	
Total	9.0

Spring II

Nursing 605/606 Thesis or Special Project Synthesis Requirement*	3.0
Nursing 621L Practice and Seminar	3.0
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Total	6.0
Total Units	36.0

* These courses may be taken in a different sequence or term.

FAMILY NURSE PRACTITIONER MSN PROGRAM

The Family Nurse Practitioner (FNP) program focuses on preparing family-oriented primary care providers for multicultural and underserved populations. Students complete 49 graduate units and are awarded a Master of Science degree upon completion and are eligible for state and national certification. Classes are scheduled on evenings and weekends to meet the needs of working adults. Full or part-time study is available for students who are licensed as registered nurses. FNPs are advanced practitioners of nursing with a specialty in primary health care. They provide ongoing comprehensive care to individuals, families, and communities. FNPs are responsible for health promotion and maintenance, management of health problems within the FNP scope of practice, consultation with other health care providers, and referral as indicated. FNPs function independently and interdependently with other providers of health care. Practice is based on concepts of family health nursing research and theory, as well as concepts from other related disciplines such as medicine and pharmacy.

Student Learning Outcomes

Graduates of the FNP program are prepared to:

1. Provide family-oriented primary health care, emphasizing the promotion of health and the prevention of disease.
2. Manage actual and potential health problems which include common diseases and human responses to disease.
3. Seek consultation and referral within an interdisciplinary practice model.
4. Collaborate with clients/families to establish realistic goals and activities to guide both the client and the practitioner in implementing the plan of care.
5. Provide holistic care that is both research and theory based.
6. Assume a leadership role in the profession as well as the community at large.
7. Demonstrate cultural competence in practice, research, and leadership functions.

The FNP curriculum consists of 49 semester units, including interdisciplinary core courses, FNP specialty courses, clinical practica, and internship. A total of 630 clinical hours are required. Clinical placements are provided by the program and are available throughout Northern California in a variety of ambulatory settings. Master's prepared, advanced practice nurses serve as most of the primary preceptors. The curriculum and clinical sites reflect the track's emphasis on serving multicultural and underserved populations. The program is offered on a year-round basis with admission in the summer semester. Full-time students complete the program in five semesters, including two summer semesters. Part-time students complete the program in

nine semesters. New BSN graduates are required, unless special arrangements are made, to attend part-time to allow adequate experience (approximately 400 hours) as working RNs prior to transitioning into the FNP clinical courses. The curriculum is consistent with the highest national standards, including guidelines established by the National Organization of Nurse Practitioner Faculties and the American Association of Colleges of Nursing.

FNP Certificate Program

The Family Nurse Practitioner program welcomes applications from nurses who have already completed a master's degree in nursing who wish to expand or change their specialty focus to become FNPs. Each student is evaluated individually in relation to his/her previous graduate nursing coursework. Most post-masters students are required to complete only the FNP specialty courses in the curriculum which totals 37 semester units. Students progress through the curriculum over five semesters, including two summers. Evening courses and part-time study make this program accessible to working professionals. Upon completion of the program, students receive a certificate of completion and are eligible for state and national certification.



**Curriculum Overview for the Post-Professional
Family Nurse Practitioner Track**

Full-time

Semester I (Summer)

Nursing 600 Theoretical Foundations for Health Professionals	3.0
Nursing 601 Research Methods	3.0
Nursing 672 Nurse Practitioner Seminar I	1.0
Total	7.0

Semester II

Nursing 619 Advanced Pathophysiology	3.0
Nursing 670 Family Nursing	3.0
Nursing 671/671L Advanced Health Assessment	3.0
Total	9.0

Semester III

Nursing 602 Analysis of Health Policy Issues	3.0
Nursing 674 Primary Health Care I	3.0
Nursing 677 Ambulatory Pharmacy	3.0
Nursing 678L Clinical Practicum	2.0
Total	11.0

Semester IV

Nursing 675/675L Primary Health Care II	4.0
Nursing 679L Clinical Practicum	6.0
Total	10.0

Semester V

Nursing 605/606 Thesis/Project/ Directed Synthesis	3.0
Nursing 673 Nurse Practitioner Seminar II	1.0
Nursing 676 Primary Health Care III	2.0
Nursing 680L Internship	6.0
Total	12.0

Total Units 49.0

The above is an example of a typical course of study. However, the sequencing of courses may vary from year-to-year.

Master of Science in Nursing—Family Nurse Practitioner

Part-time

Semester I

Nursing 600 Theoretical Foundations for Health Professionals	3.0
Nursing 601 Research Methods	3.0
Total	6.0

Semester II

Nursing 619 Advanced Pathophysiology	3.0
Nursing 670 Family Nursing	3.0
Total	6.0

Semester III

Nursing 602 Analysis of Health Policy Issues	3.0
Nursing 677 Ambulatory Pharmacy	3.0
Total	6.0

Semester IV

Nursing 672 Nurse Practitioner Seminar I	1.0
Total	1.0

Semester V

Nursing 671/671L Advanced Health Assessment	3.0
Total	3.0

Semester VI

Nursing 674 Primary Health Care I	3.0
Nursing 678L Clinical Practicum	2.0
Total	5.0

Semester VII

Nursing 675/675L Primary Health Care II	4.0
Nursing 679L Clinical Practicum	6.0
Total	10.0

Semester VIII

Nursing 673 Nurse Practitioner Issues II	1.0
Nursing 676 Primary Health Care III	2.0
Nursing 680L Internship	6.0
Total	9.0

Semester IX

Nursing 605/606 Thesis/Project/Directed Synthesis	3.0
Total	3.0

Total Units 49.0

Total Clinical Units 14.0 (630 hours)

NURSE ANESTHESIA MSN PROGRAM

Samuel Merritt College, in partnership with Kaiser Permanente Northern California, offers a graduate program in nurse anesthesia leading to the Master of Science in Nursing. The program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. Successful completion of graduation requirements qualifies the student to take the national certification examination (NCE) to become a Certified Registered Nurse Anesthetist (CRNA). Clinical practice rights are granted by reciprocity in all states after successful completion of the NCE.

Nurse anesthetists are advanced practice registered nurses who provide the full range of anesthesia and related patient care services. They are responsible for the direct administration of anesthesia care and the provision of services required for patients throughout the perioperative course, in all current anesthetizing locations—surgical and obstetric suites, interventional radiology suites, and other areas in which anesthesia specialty skills are required. CRNAs work in a variety of settings including tertiary care hospitals, outpatient surgical centers, health maintenance organizations, and military and public health service centers. CRNAs nationwide are employed either as independent providers in collaboration with surgeons and dentists or in collaborative team practice with physician anesthesiologists.

Student Learning Outcomes

Graduates of the Program of Nurse Anesthesia will demonstrate knowledge, skills and competencies in:

- 1. Maintaining patient safety**
- 2. Providing individualized perianesthetic management by demonstrating the ability to:**
 - a. Provide care throughout the perianesthetic continuum.
 - b. Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.
 - c. Administer general anesthesia to patients of all ages and physical conditions for a variety of surgical and medically related procedures.
 - d. Provide anesthesia services to all patients, including trauma and emergency cases.
 - e. Administer and manage a variety of regional anesthetics.
 - f. Function as a resource person for airway and ventilatory management of patients.
 - g. Possess current advanced cardiac life support (ACLS) recognition.
 - h. Possess current pediatric advanced life support (PALS) recognition.
- 3. Critical thinking, by demonstrating the ability to:**
 - i. Deliver culturally competent perianesthetic care throughout the anesthesia experience.
- 3. Critical thinking, by demonstrating the ability to:**
 - a. Apply theory to practice in decision-making and problem solving.
 - b. Provide evidence-based nurse anesthesia care
 - c. Perform a thorough preanesthetic assessment and formulate a well-reasoned anesthesia care plan for patients to whom they are assigned to administer anesthesia.
 - d. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
 - e. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
 - f. Formulate a plan for the initiation and management of fluid and blood component therapy.
 - g. Promptly recognize and appropriately respond to anesthetic complications that occur during the perianesthetic period.
 - h. Pass the Council on Certification of Nurse Anesthetists' (CCNA) certification examination in accordance with CCNA policies and procedures.
- 4. Communication and teamwork as evidenced by the ability to:**
 - a. Effectively communicate with all individuals influencing patient care.
 - b. Utilize appropriate verbal, nonverbal, and written communication in the delivery of perianesthetic care.
 - c. Demonstrate the cognitive and mental skills of decision-making, planning and situation awareness.
 - d. Demonstrate the social or interpersonal skills of team-working and leadership.
- 5. Professional role, by demonstrating the ability to:**
 - a. Participate in activities that improve anesthesia care
 - b. Function within appropriate legal requirements as a registered professional nurse, accepting responsibility and accountability for his or her practice
 - c. Interact on a professional level with integrity
 - d. Teach others
 - e. Participate in continuing education activities to acquire new knowledge and improve his or her practice.

The nurse anesthesia program is 27 months in length. The academic curriculum is composed of basic science coursework, basic and advanced clinical anesthesia applications, and MSN core courses. A significant amount of simulation-based learning (utilizing human patient simulators in high-fidelity environments, screen-based microsimulation, and hybrid simulation techniques) is integrated into the program curriculum.

The 24-month, full-time clinical residency includes rotations at selected health care facilities throughout the greater Bay Area, the Sacramento metropolitan area, and Fresno. The degree is awarded upon successful completion of 56 required graduate credit hours. Due to the intensive and rigorous nature of the program, full-time enrollment is required once clinical rotations are initiated and outside employment is strongly discouraged. Students will spend 60–70 hours per week in study, class, and clinical practice.

Post-Master’s Certificate Track:

The Council on Accreditation of Schools of Nurse Anesthesia has approved this program as eligible to accept and graduate qualified registered nurses who already hold an MS degree in nursing. Successful graduates of the post-professional curriculum described in this section, will receive a certificate of completion that qualifies them to sit for the national certification examination in nurse anesthesia. The curriculum for these students is the same in scope, sequence and program length with the exception of required hours in nursing research, health care policy, and theoretical foundations (9 credits maximum), which may be transferred to this institution from another accredited college or university at which the original degree was obtained. Synthesis requirements of the School of Nursing will be required of all post-masters certificate students.

Three-Year Track:

The Samuel Merritt College Program of Nurse Anesthesia provides the opportunity for students to complete the initial year of enrollment on a part-time basis. During this period, students may complete from 3–15 units of designated course work not specific to anesthesiology, and then enter the program full-time at the next regular fall admission. There is no part-time option available once the student has entered the full-time program. This option is designed for the student seeking early admission to accommodate geographical moves, gain more critical care experience or prepare in other ways for full-time study. Admission requirements are identical to those for students entering the full-time program immediately upon initial enrollment.

Curriculum Overview for the Post-Professional Nurse Anesthesia Track

Fall I

Nursing 600 Theoretical Foundations for Health Professionals	3.0
Nursing 650 Chemistry and Physics in Anesthesia	1.0
Nursing 651/651L Principles of Anesthesia I	4.0
Nursing 652 Pharmacology I	4.0
Nursing 657/657L Human Anatomy and Physiology	5.0
Total	17.0

Spring I

Nursing 653 Pathophysiology in Anesthesia	3.0
Nursing 654 Pharmacology II	3.0
Nursing 655/655L Principles of Anesthesia II	4.0
Nursing 656L Clinical Anesthesia I	1.0
Total	11.0

Summer I

Nursing 601 Research Methods	3.0
Nursing 658L Clinical Anesthesia II	3.0
Nursing 660 Advanced Principles of Anesthesia I	2.0
Total	8.0

Fall II

Nursing 659 Professional Aspects of Practice	3.0
Nursing 661L Clinical Anesthesia III	2.0
Nursing 662 Advanced Principles of Anesthesia II	2.0
Total	7.0

Spring II

Nursing 602 Analysis of Health Policy Issues	3.0
Nursing 663L Clinical Anesthesia IV	3.0
Senior Seminar	0.0
Total	6.0

Summer II

Nursing 664L Clinical Anesthesia V	3.0
Total	3.0

Fall III

Nursing 606 Special Project (Synthesis)	3.0
Nursing 665L Clinical Anesthesia VI	1.0
Total	4.0

Total Units **56.0**

Note: The sequencing of courses for the Post-master’s Certificate and the Three Year Tracks are tailored to the individual student.

ONLINE MSN PROGRAM

This program, offered through distributed learning technology, provides an opportunity for qualified advanced practice nurses who are nationally certified as a nurse practitioner (NP), certified registered nurse anesthetist (CRNA), certified nurse specialist (CNS), or nurse midwife (CNM) to complete requirements for a master’s degree in nursing. Qualified candidates will be granted 18 units of advanced standing credit (upon completion of all other required course work) on the basis of their graduation from a nationally accredited post-professional advanced practice nursing program. The balance of 18 units

(6 courses) will be achieved in either a full or part-time curriculum conducted exclusively through internet-based instruction. There is no on-campus requirement for this program.

Nurses must hold a baccalaureate degree in nursing or a related field, current RN licensure, a certificate from an accredited post professional advanced practice nursing program, current national certification in one of the areas described above (with appropriate documentation), documentation of a minimum of 4,000 hours of clinical practice in their specialty within the last five years, completion of a college-level statistics course, and have a minimum cumulative GPA of 3.0 in the last 60 units of academic college coursework.

The program curriculum consists of five required courses plus one elective. The elective can be selected among those offered in the particular semester in which the elective is scheduled. Completion of course requirements for the 36 unit degree culminates in a Master of Science in Nursing from Samuel Merritt College.

Students who take two courses per term can complete the online program in one calendar year. Students enrolling part-time may complete the program in two years.

Further information on the program can be found at www.samuelmerritt.edu, MSN Online, or by calling the program director at 1.800.709.7110.

Curriculum Overview

Year I Fall Semester (Term 1)

Nursing 600 Theoretical Foundations of Nursing	3.0
Nursing 685 Professional Roles and Issues for Advanced Practice Nurses	3.0
<hr/> Total	6.0

Spring Semester (Term 2)

Nursing 601 Research Methods	3.0
Nursing 602 Analysis of Health Policy	3.0
<hr/> Total	6.0

Summer Semester (Term 3)

Nursing 606 Special Project Synthesis	3.0
Elective	3.0
<hr/> Total	6.0
Total Units	18.0 units

Course Descriptions

Lower Division (Courses number 0-99)

(Lab courses denoted with an L)

Nursing 038 · Introduction to Professional Nursing and the Health Care Delivery System (2 units)

Introduction to the healthcare system, nursing as a profession, and the concepts of health, illness and environment. Cultural sensitivity, patients rights and responsibilities, critical thinking, and ethical foundations are discussed. Students examine nursing's history, paradigm ethical cases, nursing as a caring science, holistic and allopathic approaches to healing, and values and ethical decision making models. Prerequisite: Admission to the ABSN program

BSCI 015/016 · Human Anatomy for Nurses (4 units)

A preparatory course in anatomy for undergraduates, in which structure/function relationships and relevant physiological mechanisms are interwoven in a detailed study of the human body. Both systemic and regional anatomy will be examined using pre-dissected human cadavers. Special emphasis is given to positional relationships of musculoskeletal structures and neurovascular elements, their corresponding functional roles in human activity, and the clinical implications of anatomical dysfunction. Major physiological mechanisms will be examined that relate to the functions of musculoskeletal and neural tissues, and to the control of cardiovascular, respiratory, gastro-intestinal, urinary, and reproductive systems. (3 units lecture, 1 unit lab)

Upper Division (Courses number 100-199)

GENED 100 · Images of People of Color in Film (3 units)

This course uses film as a way to better understand representations, experiences, perspectives, and cultural expression of people of color. The course will develop abilities to recognize how film representations resist, reify, and/or complicate misrepresentations and oversimplifications of ethnicity. We will compare and contrast dimensions of ethnicity in both independent and mainstream films primarily by and about Native Americans, African Americans, Latinos and Asian Americans. We will analyze filmic representations of ethnicities as political contestations of Otherness within socio-historical contexts of unequal power relations. We will examine how ethnic stereotypes operate, are subverted, and resisted in film. Divergent interpretations will be considered. The format of the class will include discussion and review of films and readings.

GENED 101 · Foundations of Death, Dying and Bereavement (3 units)

This general education course will provide a broad, interdisciplinary introduction to the essential topics and core knowledge—both classical and contemporary—that underlie

death-related counseling and education. It will provide a basis for the student's personal growth and responsible social participation. It is intended to enhance the students' awareness of their life goals and priorities. Further the course will contribute to the education of those who through their professional career choice will be closely associated with people who are in the dying process. There will be an emphasis on developing cultural sensitivity related to the topics discussed. The students will examine and assess the following topics: infant deaths, childhood deaths, suicide, homicide, end-of-life legal issues, ethical issues, the funeral industry, bereavement and family considerations.

GENED 101 • Drugs and Society (3 units)

This general education course will provide a broad, interdisciplinary introduction to the abuse of drugs in the society. The intent is to help students from a variety of disciplines develop a realistic perspective of drug-related problems. It will provide current information and perspectives on the following critical issues: social and psychological reasons why drug use and abuse occurs; the results of drug use and abuse; how to prevent drug use and abuse. The most current information on drug abuse research, policy making and implementation will be discussed.

Nursing 108 • Nursing Research (2 units)

The major focus of this course is to provide students with an overview of nursing research. Students will have the opportunity to read, interpret, and evaluate research as a means to increase their consumer research abilities. Special emphasis is placed on learning how to critically analyze research. The key concepts of nursing will be used to relate research findings to nursing practice. ABSN Prerequisites: Nursing 128; Nursing 136. BSN Prerequisite: Nursing 137.

Nursing 118 • Pharmacology (3 units)

This course introduces the student to essential concepts in pharmacology for nursing practice. The course will focus on drug administration, legal issues, the major pharmacologic drug classes, practical information used in assessing patient response, medication side effects, and key patient education components. Prerequisite: Admission to the BSN program.

Nursing 119 • Pathophysiology (3 units)

In this course the student explores the continuum of health from wellness to death. Emphasis is placed on the mechanisms by which disease occurs and/or body systems fail. Students will examine pathophysiologic phenomena occurring in diverse populations across the life span. Prerequisites: Physiology, and Microbiology

Nursing 120 • Managing Care of Adults and Clinical Integration Seminar (5 units)

Focuses upon caring for and about adult clients in the acute care

setting. Utilizing the nursing process, students integrate theory with practice: promoting each individual client's achievement of optimal health and comfort. Emphasis on concept of wholeness, referring to the constant interactions of an individual's biophysical, emotional, sociocultural, spiritual, and environmental dimensions. Basic course in basic clinical interventions used by the professional nurse including medication administration, client safety and mobility, pain assessment and management, wound care, measures to support gastrointestinal function, and urinary catheterization and care. Prerequisites: Nursing 137 or Nursing 038; Nursing 119; Nursing 125. Corequisite: Nursing 118. (2 units theory, 3 units clinical)

Nursing 125 • Health Assessment, Health Promotion and Teaching (2.5–4 units)

Using principles of effective communication and the concepts of nursing, environment, person, and health, the student develops skill in performing health assessment of well individuals throughout the lifespan from infancy to older adults. The course introduces the student to the nursing process, communication and interviewing techniques, health assessment, data collection for the nursing history, and accurate and concise documentation of findings. Pre-requisite: Admission to the ABSN or BSN program (3 units lecture, 1 unit lab)

Nursing 126 • Health Assessment II (1 unit)

Introducing principles of health promotion and health teaching and building upon principles of basic health assessment, the student will continue to develop health assessment techniques on individuals within a continuum of health care settings. Prerequisite: Nursing 038; Nursing 125 (1 unit of lab)

Nursing 128 • Healthy Aging (2 units)

This course builds on prior learning experiences to facilitate caring for an older adult client. This course will introduce students to the biopsychosocial, cultural, and ethnogeriatric, and



political concepts of aging. The student applies knowledge of the nursing process, human development, theories of aging, and environmental factors to promote the client's achievement of an optimal level of health and functioning across a continuum of health care settings. ABSN Prerequisites: Nursing 120; Nursing 126. BSN Prerequisites: Nursing 137, Nursing 119, Nursing 125, Nursing 129. Must be taken concurrently with Nursing 118, Nursing 120, and Nursing 136.

Nursing 129 • Mental Health Nursing (5 units)

Focus is on the application of advanced mental health nursing concepts in the care of clients (individuals, families, communities). Within a therapeutic interactive relationship, the student assesses the client's mental health needs and provides comprehensive nursing care. Theories of mental health and mental illness will be selectively integrated with concepts of mental health nursing in a variety of settings, from the most restrictive to the least restrictive. This course may coordinate its clinical experiences with Community Health Nursing in order to help the student care for the client as part of a community. Prerequisite: Admission to the BSN program. (2 units lecture, 3 units clinical)

Nursing 136 • Managing Care of Adults II and Clinical Integration Seminar (5 units)

Focuses on the nursing interventions directed toward the care of adult clients who have acute and chronic illnesses. Builds on the prior learning experiences and assists students to identify the health care needs of adult clients within the context of their families and communities. Intermediate course of clinical interventions used by professional nurses such as IV therapy, TPN, blood transfusion, central lines, oxygen therapy, wound and ostomy care, and measures supporting mobility. ABSN Prerequisites: Nursing 120; Nursing 126. BSN Prerequisites: Nursing 120; Nursing 129. (2 units lecture, 3 units clinical)

Nursing 137 • Introduction to Professional Nursing (3 units)

This course is an introduction to nursing, the healthcare system, and the basic concepts of the curriculum. The learner will develop an appreciation of how culture influences the expectations, rights, and responsibilities of people in the healthcare system. This course introduces the students to critical thinking and bioethics.

Nursing 144 • Maternity Nursing (5 units)

Students examine and practice the nursing role with ethnically diverse families in all phases of the childbearing process with an emphasis on the changes occurring in the biological, personal and social systems. The health needs of the childbearing family are studied from the perspective of the concepts of health and the teaching learning process. Clinical experiences are provided in hospital and community settings. Pre-requisites: Nursing 136. (2 units lecture, 3 units clinical)

Nursing 158 • Pediatric Nursing (5 units)

Exploring the concepts of health and human development and using the nursing process, students will apply the nursing role in providing care to children and their families. Children's health problems are examined within the context of the family, social and community systems, and interdisciplinary health care systems. Developmental differences in response to health promotion, screening and acute and chronic illness are emphasized. Prerequisites: Nursing 136. (2 units lecture, 3 units clinical)

Nursing 160 • Nursing Leadership, Management, and Health Policy (3 units)

Students will focus on the role of the professional nurse as a leader in providing integrated, cost-effective care by coordinating, supervising, managing, and/or collaborating with members of the health care team. The role of the professional nurse as a leader and charge agent shaping policy at all levels is explored. Course must be taken concurrently with Nursing 181 or Nursing 190. ABSN Prerequisites: Nursing 129; Nursing 170. BSN Prerequisites: Nursing 144, Nursing 158, Nursing 164.

Nursing 164 • Managing Care of Adults III and Clinical Integration Seminar (5 units)

This course focuses on the nursing interventions directed toward the care of people who are critically ill with life threatening illness. The content builds on the prior learning experiences of the students to assist them identify the biophysical/psycho-social needs of adult patients and their families within the context of life threatening multi-system life illness. Advanced clinical interventions used by professional nurses such as 12 lead EKG, parenteral nutrition, basic life support technologies are included. ABSN Prerequisites: Nursing 128; Nursing 136. BSN Prerequisites: Nursing 136. (2 units lecture; 3 units clinical)

Nursing 170 • Community Health Nursing (5 units)

Community Health is a synthesis of the practice of two disciplines: public health and nursing. This course focuses on the promotion and maintenance of health in selected settings with the culturally diverse families and the community as the units of analysis. ABSN Prerequisites: Nursing 108; Nursing 158. BSN Prerequisites: Nursing 144, Nursing 158, Nursing 164. (2 units lecture, 3 units clinical)

Nursing 176 • Home Health Nursing Elective (4 units)

This course will be offered for students who wish to practice within the home health arena. Content and learning experience will be focused on care of ethnically diverse clients within their home, working with the interdisciplinary team and utilization of community resources. Students will be placed with preceptors for their clinical experience. Prerequisites: Nursing 164; Nursing 158 (2 units lecture, 2 units clinical)

Nursing 178L · Rural Health Nursing Elective (4 units)

This course is offered in conjunction with the Rural California Nursing Preceptorship Program. Designed to provide senior students with a planned opportunity to experience clinical nursing in a rural setting. This program coordinates placement of students in hospital and health care facilities and arranges low-cost room and board placement. Prerequisites: Nursing 164 required for critical care placements; Nursing 144 required for perinatal placements. (4 units clinical)

Nursing 180 · Basic Dysrhythmia Analysis and Management Elective (2 units)

N180 facilitates development of the learner's knowledge and skills in basic cardiac dysrhythmia interpretation and management. Emphasis is placed on causes and hemodynamic effects of rhythm disorders, clinical assessment parameters, and nursing care of the patient. Concepts are reinforced through specific application to simulated client situations. The simulated situations assist the learner in the development of analytical thinking and synthesis of course content.

Nursing 181 · Senior Synthesis (3 units)

Course is designed to assist the student in synthesizing nursing theory/knowledge, and nursing therapeutics in a selected area of clinical practice. Using the nursing process, the student will provide culturally sensitive care that is increasingly self-directed, independent, and creative with the guidance and supervision of faculty and clinical nurse preceptors. The student will apply leadership and management principles to the clinical practice setting to further develop understanding of the professional nursing role. Prerequisites: Nursing 129; Nursing 170

Nursing 190L · Senior Synthesis (6 units)

This course assists the student in synthesizing nursing theory, knowledge and nursing therapeutics in his/her selected area of clinical practice. The student will provide nursing care that is increasingly self-directed and independent. Application of leadership and management principles will also be incorporated in the clinical setting. Prerequisites: Nursing 144, Nursing 158, Nursing 164 (must be taken concurrently with Nursing 160). (6 clinical units)

Nursing 191L · Nursing Work Study Elective (1-4 units)

The work-study option provides the student with an opportunity for guided clinical practice of previously acquired nursing theory and skills in a variety of clinical settings. Working under the direct supervision of an RN preceptor employed by the clinical agency, the student plans, implements, and evaluates nursing care for a selected group of clients. The student works closely with the preceptor and a faculty representative to meet individualized learning objectives. Prerequisite: senior standing (1-4 units clinical)

Nursing 192 · International Nursing Elective (4 units)

A course focusing on nursing and health care in the global environment. Content and learning experience may relate to the study of nursing and health care in one or more communities/countries outside the continental USA. Clinical experiences are designed to increase the student's knowledge of aggregate health care and nursing problems in foreign countries and to improve the student's ability to provide care to diverse clients in these settings. Prerequisite: senior standing

Graduate Courses

(Lab courses denoted with an L)

Nursing 500 · Nursing in Transition: Past, Present, Future (2 units)

Introduction to the healthcare system, concepts of person, nursing, health, illness, and environment. Using a model of professional practice, history, and transition theory, student develops a beginning knowledge of the RN role in contemporary society. Concepts of caring, ethics, the influence of culture on health, and wellness, and critical thinking techniques pertinent to the professional nurse will be explored.

Nursing 520 · Integration of Pathophysiology and Pharmacology (5 units)

This course will introduce and integrate general principles of pharmacology and pathophysiological phenomena. It will explore the relationship of these two foundational sciences to the science of nursing. Emphasis is placed on the mechanisms by which disease occurs and/or body systems fail and the nursing and pharmacological management of the disease process. The role of the nurse in symptom and outcome management is stressed, using the context of the Nursing Process.

Nursing 524/524L · Health Assessment (3 units)

Using principles of effective communication and the concepts of nursing, environment, person, and health, the student develops skill in performing health assessment of well individuals throughout the life span from infancy to older adults. The course introduces the student to the nursing process, communication and interviewing techniques, data collection for the nursing history, and accurate, concise documentation of findings. (2 units lecture, 1 unit lab)

Nursing 534/534L · Mental Health Nursing (6 units)

Focus is on the application of mental health nursing concepts in the care of clients (individuals, families, groups, and/or communities). Within a therapeutic interactive relationship, the student assesses the client mental health status needs within a cultural framework. Emphasis is placed on the application of advanced concepts of communication. Theories of mental health issues are explored which are selectively integrated with concepts of

mental health nursing in the care of clients in a variety of settings. Intensive experience will be offered in one clinical setting and supplemented by participant/observational experience in others. (3 units lecture, 3 units clinical)

Nursing 540/540L · Reproductive Health Care (6 units)

Students examine and practice the nursing role with ethnically diverse families in all phases of the childbearing process with an emphasis on the changes occurring in the biological, personal, and social systems. The health needs of the childbearing family and reproductive health care are studied from the perspective of the concepts of health and the teaching-learning process. Clinical experiences are provided in hospital and community settings. Prerequisites: Nursing 520; Nursing 524/524L; Nursing 534/534L; Nursing 542L; Nursing 543L; Nursing 546/546L (3 units lecture, 3 units clinical)

Nursing 542L · Nursing Skills I (1 unit)

The first of two courses provides the student theory and practice of basic nursing skills used by the professional nurse. The student will apply knowledge gained from a variety of sources to the practice of selected skills in the laboratory setting including medication administration, client safety and mobility, pain assessment and management, wound care, measures to support gastrointestinal function, and urinary catheterization and care. (1 unit lab)

Nursing 543L · Nursing Skills II (1 unit)

Second of two courses providing the student with theory and practice of skills used by the professional nurse in the care of clients. Using the problem solving process, the student will apply knowledge gained from a variety of sources to the practice of a selected series of basic and intermediate skills in the laboratory setting. The student is accountable for demonstrating comprehension of basic principles of teaching/learning, nursing documentation, and medical and surgical asepsis. The student is held responsible for principles gained from Nursing 542L: Nursing Skills I. (1 unit lab)

Nursing 546/546L · Nursing Care of Adults and Older Adults (10 units)

Promotes nursing care for adults and older adults within an interdisciplinary team. Focus on promotion, maintenance, and restoration of health in individuals who are healthy and those responding to acute and chronic illness. Clinical settings include outpatient specialty clinics, home and community settings, and acute care hospitals. Prerequisites: Nursing 520; Nursing 524/524L; Nursing 534/534L; Nursing 542L (4 units lecture, 6 units clinical)

Nursing 556/556L · Nursing Care of the Pediatric and Youth Population (5.5 units)

Exploring the concepts of health and human development and using the nursing process, students apply the nursing role in providing care to children from birth to young adulthood and their families. Children's health problems are examined within the context of family, social community and interdisciplinary health care systems in primary, secondary, and tertiary care. Developmental differences in response to health promotion, screening, and acute and chronic illness are emphasized. Nursing care of children and youth in a variety of health care settings. Prerequisites: Nursing 520; Nursing 524/524L; Nursing 534/534L; Nursing 542L; Nursing 543L; Nursing 546/546L (2.5 units lecture, 3 units clinical)

Nursing 560 · Leadership, Management and Organizational Behavior for Health Care Professionals (3 units)

Designed to assist the student in developing as a professional nurse by investigating leadership, management, and organizational theories and principles. The student studies the leadership role, communication styles, leadership and management characteristics within organizations, patterns of decision-making, and concepts of change and innovation. The focus is to provide the student with knowledge of and preparation for the first leadership and management position. Prerequisites: Nursing 556/556L; Nursing 566/566L. Nursing 560 must be taken concurrently with Nursing 594L.

Nursing 562 · Professional, Legal & Ethical Issues (3 units)

This course introduces the student to the concepts of professions, laws, policies, and ethics that guide nursing practice. The student will learn decision making strategies for resolving prototypical issues and dilemmas which arise in these areas and the student will apply theoretical concepts to clinical case situations. The course includes introduction to locating and evaluating information found in libraries, on the internet, and in lay publications. APA style, cautions on plagiarism, and copyright are emphasized. Prerequisites: Nursing 534/534L; Nursing 562 must be taken concurrently with Nursing 546/546L.

Nursing 564 · History and Theories of Nursing (3 units)

Explores the history of nursing with particular emphasis on the development of nursing as a scholarly discipline. The emergence of nursing theory in concert with the evolution of the discipline will be explored. Nursing theory and research and their role in defining and shaping the discipline will be emphasized. Further, participants will have an opportunity to analyze selected theories and examine their application to clinical practice.

Nursing 566/566L · Nursing Care of Critically Ill Adults (4.5 units)

Care of adults with complex variations in health care patterns. Students integrate knowledge of pathophysiology, diagnostics, pharmacology, therapeutic interventions, and communication concepts as applied to the care of medical and surgical clients from a variety of ethnic backgrounds. Focus on increasing competence in the application of the nursing process, research, problem-solving, and critical thinking. A variety of health care settings will be used, including acute and critical care facilities. Prerequisites: Nursing 520; Nursing 524/524L; Nursing 534/534L; Nursing 542L; Nursing 543L; Nursing 546/546L (1.5 units lecture, 3 units clinical)

Nursing 570/570L · Community Health Nursing (5 units)

Community Health is a synthesis of the practice of two disciplines: public health and nursing. This course focuses on the promotion and maintenance of health in selected settings with the culturally diverse families and the community as the units of analysis. Prerequisites: Nursing 534/534L; Nursing 540/540L; Nursing 546/546L; Nursing 556/556L; Nursing 566/566L (2 units theory, 3 units clinical)

Nursing 594L · Clinical Internship (6 Units)

Designed to assist students in synthesizing nursing theory and practice. Provides an opportunity to focus on a particular area of nursing practice. Using the nursing process, students will provide culturally sensitive nursing care that is increasingly self-directed, independent, and creative. Students will apply leadership and management principles in clinical practice to further develop his/her professional nursing role. Prerequisites: Nursing 534/534L; Nursing 542L; Nursing 543L; Nursing 546/546L; Nursing 540/540L; Nursing 556/556L; Nursing 566/566L. Nursing 560 must be taken concurrently. (6 units lab)

Nursing 600 · Theoretical Foundations for Health Professionals (3 units)

This course will introduce the structure and functions of theory within the sciences, the humanities, and the health care disciplines. Theory development will be examined in relation to major philosophical positions on knowledge development. The interrelationship among theory, research, and practice will be explored. Examples of prototypical theories will be used to demonstrate the structure and functions of theory and applications to real world settings. Further, selected discipline-specific and common substantive theories will be discussed.

Nursing 601 · Research Methods (3 units)

This course presents an overview of the research process, with emphasis on using the scientific method to identify and investigate problems in clinical practice. Major topic areas include:

types of research approaches, formulation of research problems and hypothesis/research questions, preparing a literature review including theoretical/conceptual framework, study designs and selecting a research method, sampling, measurement of variables, and data collection and analysis.

Nursing 602 · Analysis of Health Policy Issues (3 units)

This course focuses on political structures, the political process, and development of health care policy. The course begins with an overview of the health care system as shaped by cultural and societal values, perceived purposes of health care, and modern technology. Attention will be given to issues of economics, finance, regulatory systems, and social justice for consumer groups.

Nursing 603 · Epidemiology and Biostatistics (3 units)

This course presents an introduction to the principles, methods, and uses of epidemiology in determining the distribution of populations at high risk, surveillance of health status, and planning and evaluation of health services. The course focuses on determining the relevance of the findings of epidemiological studies to clinical practice of individuals, families, and communities.

Nursing 604 · Foundations of Education (3 units)

Basic educational principles, methods, and theories applied to the role of a clinical specialist. Students will be asked to examine critically their current conceptions and understandings of academic and clinical education in light of education and behavioral theories and future trends in health care, the professions, and professional education. Topics include philosophical perspectives in education, use of educational technology and tools, analysis and application of learning theories across the life span, and evaluation and assessment strategies.

Synthesis Requirement

The synthesis project is the final degree requirement for the MS degree. This requirement is designed to provide the student with an opportunity to apply new knowledge and insight from graduate education in the completion of a thesis or special project. While there are various options from which a student can choose to demonstrate the terminal objectives of the master's degree program, all of the options include the expectation that the student will be able to effectively articulate ideas in writing, use primary and secondary library and information sources, and produce the quality of work that can withstand peer review.

Synthesis Options

Nursing 605 · Thesis (3 units)

A thesis is a written report of a research study conducted under the guidance of and in keeping with the expertise of a faculty member with an established research agenda. A student desiring this option should declare this intention no later than the

second semester of enrollment in order to ensure that a faculty advisor is formally assigned to provide early direction on the research project. Three semester units of credit are awarded upon successful completion of the thesis.

Nursing 606 · Special Project (3 units)

The special project may take one of three forms: (a) Preparation of a scholarly paper for publication in concert with a faculty member. This assignment, which requires considerable student initiative, will include participation in the development of a topic, literature review, data collection and analysis as appropriate, and preparation of a scholarly paper for publication. (b) Preparation of a scholarly report on the implementation of a major health program or instructional innovation designed to improve health care to high-risk populations in the community. Such a project is the culmination of work initiated in the core theory and clinical courses in the student's area of concentration. (c) Completion of a comprehensive exam specific to the student's clinical specialty. The format, content and timing of administration of this exam vary with each of the MSN program tracks. Refer to the MSN Synthesis Guidelines of the School of Nursing and program-specific documents for these details. Other scholarly projects are possible by arrangement. Three semester units of credit are awarded upon successful completion of the special project.

Nursing 607 · Program Evaluation and Quality Improvement (3 units)

This course focuses on methodology for successful evaluation of health care programs, including comparative analysis of program purposes, cost-benefit analysis, and cost-effectiveness. A conceptual framework for quality improvement is presented and techniques for establishment of comprehensive quality improvement programs in a variety of settings are analyzed.

Nursing 608 · Organizational Behavior in Health Care Delivery Systems (3 units)

This course begins with an overview of organizations, foundations and elements of organizational theory, and elements of organizational functioning in health care settings. The student studies the executive leadership role, communication, leadership and management characteristics within organizations, patterns of decision-making and concepts of change, and innovation relative to health care organizations.

Nursing 609 · Health Care Economics (3 units)

This course is designed to provide a critical analysis of economic theories and public and private financing of health care. The effects of financial and reimbursement mechanisms on health care delivery systems are explored. The impact of current reimbursement patterns on nursing and professional practice, individuals, and families are discussed and critiqued.

Nursing 610 · Financial Management (3 units)

This course presents the basic components of financial and management accounting as they apply to health care settings. The budget process is presented, including operating and capital budget preparation, budget management and control, and the use of variance reports. Managerial decisions are made by students based on analysis of case-study presentations.

Nursing 611 · Personal Leadership Development (3 units)

This course focuses on personal leadership style and factors related to enhancing leadership effectiveness. Content covers leadership principles, visioning, creating a positive work climate, planning and implementing change, communication, working with groups using participative group process tools, and dealing with difficult people or situations. The course uses personal style assessments and outside projects to achieve personal application of concepts.

Nursing 612 · Health Care Finance (3 units)

This course investigates the mechanisms by which health care is financed and health care providers are compensated in the United States. The effects of financing and reimbursement mechanisms on health care delivery systems, health care organizations, health care providers, and the patient are explored. Both public and private mechanisms of financing will be analyzed. The impact of current reimbursement patterns on health care delivery, professional practice, and the health care consumer are discussed and critiqued.

Nursing 613 · Curriculum Design (3 units)

In this course, curriculum development in professional education is explored with emphasis on contemporary theories of and processes for various designs. Includes review of classical and current literature for planning, implementing, and assessing curricular plans. Principles can be applied to consumer and continuing education programs as well as degree programs.

Nursing 614 · Methods of Teaching and Evaluation (3 units)

This course includes development, implementation, and evaluation of educational learning experiences based on adult learning theories. This course includes review of contemporary literature in the area of adult learning theory, teaching and learning methods, and assessment/evaluation methods for traditional and nontraditional education programs. Students will have the opportunity to practice a variety of teaching methods.

Nursing 615L · Clinical Practicum (3 units)

Guided clinical learning experiences provided in settings with clinical specialists as preceptors. Individual arrangements may be made with clinical centers in the student's geographic location. This course is designed to facilitate a higher level of clinical competence.

Nursing 616 · Research Practicum (3 units)

This course includes supervised research experiences in an established research setting. Opportunities to participate in ongoing studies and for mentoring are provided.

Nursing 617 · Teaching Practicum (3 units)

This course is designed to provide structured opportunities for students to engage in academic or clinical teaching. Individual arrangements with clinical centers and academic programs are made to facilitate development of competence in planning, teaching, and evaluating student learning.

Nursing 618 · Multicultural Health Care (3 units)

Focuses on global awareness as a conduit to providing culturally sensitive care. Cultural relativism, human diversity in the meaning of health and illness, and the similarities and differences in the expectations, wants, and needs of the community and provider are explored and analyzed. Interdisciplinary care aimed at ways to bridge the health gap existing in the community are developed and applied. A developmental approach is used to compare cultural practices and expectations throughout the life cycle, especially during significant life change events. Topics include adaptation to chronic illness, expression of pain, culturally relevant care in acute care, and cross-cultural differences in mental health and family health care. Specific cultural groups covered would be representative of the demographic patterning of the community surrounding Samuel Merritt College. Prerequisite: senior or graduate standing

Nursing 619 · Advanced Pathophysiology (3 units)

This is a course which builds on prior knowledge of anatomy, physiology, and pathophysiology. The major focus of the course is the exploration of current theory and research related to pathophysiological processes as applied to commonly encountered problems in family-oriented primary care practice, including physiological and mental health disorders. The course includes a life-span perspective, with content relevant to perinatal, pediatric, adult, and geriatric clients. Application of content to the care of diverse multicultural populations is emphasized. Prerequisite: graduate status

Nursing 620/620L · Case Management (6–8 units)

The course provides an overview of the health care delivery system and managed care systems as part of the delivery system. Health care organizational theory and structure, economics of health care, systems management, and ethical and legal issues are discussed in relation to managed care. Interdisciplinary collaboration and the role of nursing on the health care team and in managed care systems are examined. The clinical experience provides the student with an opportunity to apply theories and concepts to a select group of clients. Prerequisites: Licensure

as a registered nurse; Nursing 612; Nursing 603 or Nursing 607; and completion of at least 12 units of graduate coursework (Nursing 600 and above courses). (3 units lecture, 3–5 units clinical)

Nursing 621L · Case Management Clinical Practice and Seminar (3 units)

The clinical focus course provides students the opportunity to expand skills in the delivery of nursing care within a managed care/case management framework to a population of interest. The seminar component of the course will allow students to share insights into their developing roles. (3 units clinical: 8 hours practice, 1 hour seminar/week)

Nursing 622 · Interpreting Healthcare in a Global World (1 unit)

This course explores primary healthcare as well being in the context of globalization in an international setting. The influences of history, tradition, culture, and language, are examined from an interpretive postmodern perspective. A service and learning tour in Southeast Asian village settings is used as a medium to develop new understandings concerning notions of care, ethical action, and identity based on the critical hermeneutics of Paul Ricoeur and Richard Kearney. In addition to the travel experience, course activities include reading, discussion and a trip journal.

Nursing 650 · Chemistry and Physics in Anesthesia (1 unit)

Theoretical and applied principles of the physical sciences relating to the behavior of matter, gases, and fluids are reviewed. Includes advanced concepts of anesthetic action related to biochemistry, acid-base balance, theories of narcosis, oxygen and ancillary gas delivery devices, heat, humidification, and pressure regulation. Format of the course is either self-paced (via course syllabus and other AV resources) or online.

Nursing 651/651L · Principles of Anesthesia I (4 units)

Lecture and seminar discussions introducing the basic principles of anesthesia practice. Includes historical perspectives of the profession, standards of practice, anesthesia assessment and monitoring principles, fundamental technical skills (airway management, use of essential anesthesia equipment) case planning protocols, and strategies for interventions and problem-solving throughout the perioperative period. Laboratory sessions, including the use of an anesthesia patient simulator, are designed to operationalize theoretical concepts. (3 units lecture, 1 unit lab)

Nursing 652 · Pharmacology I (4 units)

First course in a series of two that focuses on advanced pharmacological concepts in anesthetic administration including pharmacodynamics, pharmacokinetics and toxicology profiles of primary anesthetic agents. Problem-solving applications in the clinical area are utilized.

Nursing 653 · Pathophysiology in Anesthesia (3 units)

Lecture and discussion of pathologic states common to the surgical population which may affect in some substantial way the delivery of anesthesia. Content will be focused on primary disease processes, common therapies, and their relation to perioperative planning and case management.

Nursing 654 · Pharmacology II (3 units)

Second course in a series of two courses that focuses on advanced pharmacological concepts in anesthetic administration including pharmacodynamic, pharmacokinetic, and toxicology profiles of adjunct anesthetic drugs and agents. Problem-solving applications in the clinical area are utilized.

Nursing 655/655L · Principles of Anesthesia II (4 units)

Lecture and seminar discussion in the study of the anesthetic management of common surgical procedures. Focus is on the procedural requirements of the surgeries, equipment used for anesthesia and surgery, and the appropriate anesthetic techniques and strategies, taking into account the patient's comorbid diseases and all other relevant facets of the perioperative setting. Advanced technical skills (regional anesthesia, difficult airway management, invasive monitoring) are covered in laboratory sessions which also utilizes the anesthesia patient simulator to further operationalize theoretical concepts. (2 units lecture, 2 units lab)

Nursing 656L · Clinical Anesthesia I (1 unit)

Supervised experiences in clinical anesthetic management of ASA class I and II patients involving all perioperative activities of general, regional and MAC cases. Case distribution and management will fulfill the requirements of the Council on Certification (S/U).

Nursing 657/657L · Human Anatomy and Physiology (5 units)

Lecture, laboratory, and discussion concerning functional activities of the living body in terms of both cellular and systemic functions. Content includes membrane characteristics and function, synaptic transmission, neurophysiology, cardiovascular function, respiratory mechanics, including control and exchange, digestion, renal function, fluid regulation, and homeostasis. Gross anatomy includes study of head and neck, thorax, and plexus of the upper extremity. (3 units lecture, 2 units lab)

Nursing 658L · Clinical Anesthesia II (3 units)

Supervised experiences in clinical anesthetic management of ASA class I, II and III patients involving all perioperative activities of general, regional and MAC cases. Case distribution and management will fulfill the requirements of the Council on Certification (S/U).

Nursing 659 · Professional Aspects of Practice (3 units)

Course includes an analysis of the professional components of nurse anesthesia practice emphasizing ethical, social, legal, and regulatory responsibilities of the CRNA practitioner.

Nursing 660 · Advanced Principles of Anesthesia I (2 units)

Integrated and comprehensive study of unique physiologic and pathologic states affecting anesthesia care to the parturient, neonate, and surgical patients requiring regional anesthesia. Topics include management of multisystem disease states, techniques for common regional blocks, and management of complications.

Nursing 661L · Clinical Anesthesia III (2 units)

Supervised experiences in clinical anesthetic management of ASA I-IV classifications involving all perioperative activities of general and regional cases. Case distribution and management will fulfill the requirement of the Council on Certification (S/U).

Nursing 662 · Advanced Principles of Anesthesia II (2 units)

Integrated and comprehensive study of unique physiologic and pathologic states of primary body systems related to the provision of anesthesia care. Topics include management principles for neuro and musculoskeletal diseases, multisystem trauma, pain management, thoracic, vascular, and neurological procedures.

Nursing 663L · Clinical Anesthesia IV (3 units)

Supervised experiences in clinical anesthetic management of specialty cases involving high-risk obstetrics, neonates, and pediatrics, neurology, and cardiothoracic. Case distribution and management will fulfill the requirement of the Council on Certification (S/U).

Nursing 664L · Clinical Anesthesia V (3 units)

Supervised experiences in clinical anesthetic management or specialty cases involving pain management, respiratory/critical care, and other Council on Accreditation requirements for advanced specialty practice. Case distribution and management will fulfill the requirement of the Council on Certification (S/U).

Nursing 665L · Clinical Anesthesia VI (1 unit)

Supervised experiences in clinical anesthetic management of specialty cases involving advanced patient management techniques in medically complex cases involving multisystem disease. Case distribution and management will fulfill the requirement of the Council on Certification (S/U).

Nursing 670 · Family Nursing (3 units)

This course integrates family theoretical and therapeutic concepts as applied to primary care nursing practice. It explores the influence of cultural, social, and developmental aspects of

family life on health. Critique and application of current family health research as applied to primary care nursing practice is included. The family as a unit is analyzed, including both functional and dysfunctional interactions.

Nursing 671/671L · Advanced Health Assessment (3 units)

This course focuses on the strategies and skills needed to assess individuals throughout the life span in the family-oriented primary care setting. Performance of stellar history and physical examination for all age groups across the lifespan is the expected outcome. Analysis of assessment data based on developmental and ethnic variation is included. The integration of assessment data in the clinical decision-making process is emphasized. *Purchase of diagnostic equipment required. (2 units lecture, 1 unit lab)

Nursing 672 · Nurse Practitioner Issues Seminar I (1 unit)

This is the first in a series of two courses designed to socialize the student into the role of the family nurse practitioner. Seminars offer the student nurse practitioner the opportunity to explore strategies for promoting role development and role satisfaction via discussion of pertinent issues, theory, and research. Emphasis is on role adjustment, exploration of the nurse practitioner's role in primary health care and analysis of current advanced practice roles. Prerequisite: Admission to the FNP program or consent of instructor.

Nursing 673 · Nurse Practitioner Issues Seminar II (1 unit)

This is the second in a series of two courses designed to socialize the student into the role of the family nurse practitioner. Seminars deal with the critical analysis of theories, issues and research related to the FNP role in primary health care. Emphasis is on leadership and entrepreneurial aspects of practice development, maintenance, evaluation, and scope/regulation of practice issues. Prerequisite: Nursing 672

Nursing 674 · Primary Health Care I—Health Promotion (3 units)

This course emphasizes health promotion/health maintenance as a central aspect of primary care nursing practice. Students examine issues and concepts that impact individual and family wellness throughout the life span. Critical analysis of clinical strategies and nursing interventions in health promotion and protection based on research data and relevant theoretical frameworks is included. The effects of social, cultural and developmental influences are emphasized. Prerequisites: Nursing 670, Nursing 671, Nursing 600, Nursing 601

Nursing 675/675L · Primary Health Care II—Management of Common Episodic Illness (4 units)

This course examines the pathophysiological and psycho-social basis for assessment and management of selected common

episodic illnesses across the life span which occur in families in the delivery of primary care nursing practice. Discussions focus on aspects of prevention, intervention, and evaluation and emphasize social, cultural and developmental influences. Lab sessions focus on common office procedures performed in the primary care setting and clinical case discussions. Prerequisites: Nursing 670, Nursing 601, Nursing 674, Nursing 677 (3 units lecture, 1 unit lab)

Nursing 676 · Primary Health Care III—Management of Chronic Complex Health Problems (2 units)

This course examines the pathophysiological and psycho-social basis for assessment and management of selected chronic complex problems across the life span which occur in families in the delivery of primary care nursing practice. Discussions focus on aspects of prevention, intervention, and evaluation and emphasize social, cultural, and developmental influences. Prerequisite: Nursing 675

Nursing 677 · Ambulatory Pharmacy for Nurse Practitioners (3 units)

This is a course in clinical pharmacotherapeutics that builds on prior knowledge of drug classifications, prototypes within classifications, actions, interactions, and side effects. The major focus of the course is on medications that are used in ambulatory settings, especially as they are applied to primary health care management. Emphasis is placed on clinical use of drugs in the management of specific illnesses, which includes establishing therapeutic dosages. Legal considerations for furnishing controlled substances are also addressed. The course is taught for nurse practitioner students, so health-related information and medication compliance issues that pertain to the nurse practitioner's delivery of medications are of foremost concern throughout the course. Prerequisite: Admission to the FNP program or consent of instructor

Nursing 678L/679L · FNP Clinical Practicum I & II (2–6 units)

This course offers the student the opportunity to apply and evaluate research theories, concepts, and skills in a variety of primary care practice settings under the supervision of a preceptor. The direct provision of family-oriented primary care nursing services, including wellness, acute, emergent, and chronic care management, is emphasized. To be taken concurrently with the Primary Health Care course series. (2–6 units practicum, 2 semesters)

Nursing 680L · FNP Internship (6 units)

This course is a synthesizing clinical experience in the development and implementation of the role of the FNP. Emphasis is on the application and integration of the theoretical content, research findings and assessment and intervention strategies relevant to advanced nursing practice in the primary health care of individuals, families, and communities. Prerequisites: All core



courses; Primary Health Care I, II, and III and Clinical Practica; Nurse Practitioner Issues Seminar I; Pharmacy. (6 units practicum)

**Nursing 685 • Professional Roles and Issues for
Advanced Practice Nurses (3 units)**

This course offers a forum for the study and analysis of roles and issues pertinent to the professional components of advanced practice nurses (APNs). Seminar topics include investigation of social, professional, ethical, legal and advocacy issues affecting APN professional clinical practice. (available only to MSN online students)

Nursing 686 • Health Care Informatics (3 units)

Using an interactive, evidenced-based learning methodology, this course provides participants with a broad-based introduction to healthcare informatics. Students explore application and functionality of information technology, develop skills in evaluation of systems interfaces and come to appreciate how a strong information technology infrastructure enhances healthcare systems performance and outcomes, quality process improvement, tracking, compliance, and strategic planning.

Nursing 697 • Individual Independent Study (3 units)

Individual study with emphasis on special problems in health sciences (under the direction of faculty). Students may select areas of study which are related to their area of interest or future goals.

Nursing 698 • Group Independent Study (3 units)

Groups of two or more collaborate in studies of special problems in health sciences (under the direction of faculty). Students may select areas related to their future research or clinical program.

Department of Occupational Therapy



History

Established in 1994, the graduate program in Occupational Therapy graduated its first class in August, 1996. Graduates are prepared for entry-level positions in occupational therapy and for eventual leadership positions in the field.

Mission

The Occupational Therapy Program offers graduate professional education for the preparation and continued development of skilled clinicians using a Mind/Body Model that recognizes the wholeness of each individual. We promote skilled service to the profession and community, serving diverse populations according to the highest ethical standards. The program's mission is actualized through excellence and leadership in teaching, scholarship, and involvement in professional and community activities.

Program Philosophy

The occupational therapy program recognizes the importance of treating the “whole person” in the context of their physical, psycho-social, cultural, and spiritual realm. We believe that human occupation, or engagement in purposeful activities, promotes a “holistic” recovery process.

The philosophy of Adolph Meyer has provided the theoretical foundation for the program. Meyer believed that human occupation follows the biological rhythms of life, whereas work, play, rest, and sleep constitute rhythms that promote balance. The program is committed to ongoing development and research to determine how human occupation provides a vehicle for the interconnectedness of a person's daily activities, social support, values, ritual, and how one's community contributes to his/her well-being.

Our belief about the nature of learning is that individuals have unique differences and learning styles and that the complexity of each person's experiences, values, and knowledge impact the learning process. It is our belief that learning is dynamic and that knowledge is built upon a solid foundation. We facilitate the process of Bloom's Taxonomy; knowledge, comprehension,

application, analysis, synthesis, and evaluation. Students must take an active role in their learning process as adult learners.

MASTER OF OCCUPATIONAL THERAPY PROGRAM

Student Learning Outcomes

Upon completion of the Master of Occupational Therapy program, the student will be able to:

- Synthesize knowledge and concepts from the sciences and liberal arts with occupational therapy theory to provide comprehensive service to persons with limitations in occupational performance.
- Demonstrate logical thinking, critical analysis, problem-solving, creativity, and independent clinical judgment in the provision of occupational therapy.
- Provide a broad range of functional performance skills to individuals and families from diverse and multicultural populations throughout the life span.
- Utilize oral, nonverbal, and written communication skills to develop and maintain therapeutic, goal directed interactions with individuals, families, caregivers, staff, and community groups.
- Design, evaluate and implement therapeutic strategies directed toward assisting individuals, team members, and community groups in preventing disease, promoting health, and maximizing occupational performance.
- Participate in scientific inquiry designed to improve occupational therapy practice and to enhance the occupational therapy profession.
- Maintain responsibility and accountability for service provision to assure adherence to legal, ethical, and professional standards.
- Collaborate with other professionals as a leader, advocate, and team member.
- Demonstrate a commitment to the core values of the College.

Curriculum Implementation

In the spirit of adult learning, the curriculum uses learning contracts to further facilitate competence in the clinical domain. Students become well versed in the process of developing meaningful learning objectives in both research seminars and Fieldwork I and II. Documents in the planning and curriculum process include: *Accreditation Standards for a Master's Degree-Level Education Program for the Occupational Therapist*, established by the Accreditation Commission for Occupational Therapy Education (ACOTE, 2006), *Uniform Terminology for Occupational Therapy*, the *Guide to Occupational Therapy Practice* (AJOT, 1998), and most recently, the *Occupational Therapy Practice Framework* (AOTA, 2003).

Graduation and Credentialing Requirements

In order to advance to Level II Fieldwork, the student must have successfully completed 67 semester units of didactic coursework. This didactic coursework includes the completion of all Level I Fieldwork assignments. Upon completion of the coursework, the student is assigned to two three-month Level II placements. The student is expected to perform in accordance with the Samuel Merritt College Fieldwork Manual for the Master of Occupational Therapy Program. Both Level II fieldwork internships must be completed within two years of completion of all didactic coursework. Upon satisfactory completion of Level II Fieldwork, the student is qualified to sit for the certification examination which is administered by the National Board for Certification in Occupational Therapy (NBCOT). A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam or attain state licensure. Prior to fieldwork, students may be required to complete a background check and fingerprinting. Graduates are eligible for licensure to practice in California through the California Board of Occupational Therapy (CBOT).

MASTER OF OCCUPATIONAL THERAPY DEGREE

The Master of Occupational Therapy is an entry-level degree program that prepares students to become a general practitioner in occupational therapy. The hallmark of the occupational therapy program is the emphasis on treating the "whole person" rather than one segment of his/her being. The program is based upon the mindbody model which views the mind, body, and spirit as one entity. The mindbody model derives its scientific support from research in neuroscience, health, psychology, and the developing field of psychoneuroimmunology. The program is committed to the ongoing development of research on the concept of wholism and occupational wellness as modes of intervention.

The professional coursework in the occupational therapy program emphasizes wellness, prevention, and community health. Occupational therapy goes far beyond the realm of physical disability and encompasses the social, cultural, and psychological factors that are embedded in the meaning of illness. This program emphasizes adult learning and collaborative and cooperative modes of interaction.

The curriculum provides a sequential and developmental progression. The courses are taken in sequence because the previous course material provides the foundation for more advanced concepts and practice skills. The first year provides traditional courses in anatomy and physiology, research, and human growth and development to establish its anatomical and physiological basis for human occupation. The second year incorporates more intervention strategies and clinical application courses.

Occupational Therapy Curriculum Overview (MOT)

Year I—Fall

OT609 Introduction to Professional Documentation	1.0
OT610/610L Anatomical & Physiological Bases for Human Occupation I	4.0
OT611 Foundations of Occupational Therapy Practice	3.0
OT612 Theories of Inquiry and Research Methodology	3.0
OT616/616L Therapeutic Media, Materials, and Processes	3.0
OT617/617L Interpersonal/Interprofessional Communication (Core)	2.0
OT 625 Introduction to Kinesiology and Biomechanics	2.0
Total	18.0 Units

Spring

OT614/614L Anatomical & Physiological Bases for Human Occupation II	5.0
OT615 Guided Research Seminar	1.0
OT619 Human Occupation Throughout the Life Span	3.0
OT623 Health Care Industry	2.0
OT627/627L Kinesiology and Biomechanics	2.0
Total	13.0 Units

Summer

OT621L Introduction to Fieldwork Level I	3.0
Total	3.0 Units

Year II—Fall

OT618 Functional Neuroscience	3.0
OT622L Guided Research Seminar	1.0
OT624 Conditions of Human Dysfunction	3.0
OT632/632L Advanced Clinical Practice (Children)	4.0
OT628 Administration and Management	3.0
OT626/626L Theory and Practice in Psycho-social Dysfunction	4.0
Total	18.0 Units

Spring

OT636/636L Advanced Clinical Practice (Adults)	4.0
OT629/629L Theory and Practice in Physical Dysfunction	3.0
OT630 Research Synthesis Project	1.0
OT631/631L Occupational Adaptations and Introduction to Modalities	3.0
OT633 Complementary Systems of Health Care	2.0
OT634 Professional Development Seminar	2.0
Total	15.0 Units

Summer

OT640L Fieldwork Level II Internship A— (12 weeks or 470 hours)	6.0
OT641L Fieldwork Level II Internship B— (12 weeks or 470 hours)	6.0

Total 12.0 Units

Total Units to Graduate 79.0 Units

Elective Course

OT 642L Clinical Practicum Post-Professional Internship	2.0
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Course Descriptions

OT609 · Introduction to Professional Documentation (1 unit)

This course provides an introduction to professional documentation appropriate to the practice needs of occupational therapists. (4 hours/week for the first 4 weeks of the semester)

OT610/610L · Anatomical & Physiological Bases for Human Occupation I (4 units)

The first of a two-semester course devoted to the anatomy (morphology) and physiology of the human body. Emphasis is on the neuromuscular and skeletal systems and peripheral nervous systems with consideration of body systems. Lab will include human cadaver dissection, interactive group process, and hands-on learning. (3 units lecture, 1 unit lab)

OT611 · Foundations of Occupational Therapy Practice (3 units)

Introduction to the profession of occupational therapy, including history, philosophies, frames of reference, organization, standards, and supervision of aides and assistants. Introduction to methods and utilization of professional publication and audiovisual media. Therapeutic intervention will be critically examined with the model of human occupation.

OT612 · Theories of Inquiry and Research Methodology (3 units)

Introduction to the philosophy and principles of the research process in the realm of occupational therapy. Includes scientific writing, literature reviews, methods of inquiry, research design, data collection, ethics, informed consent, and clinical reasoning used in field research.

OT614/614L · Anatomical and Physiological Bases for Human Occupation II (5 units)

A continuation of OT610, this course is designed to facilitate a synthesis of the whole person, exploring the relationships of the anatomical, histological, physiological, and biochemical adaptations to stress, trauma, disease, tissue healing, and occupational dysfunction. Prerequisite: OT 610/610L. (3 units lecture, 2 units lab)

OT615 · Guided Research Seminar (1 unit)

A forum for discussion and writing of a literature review and informed consent. This course is a continuation of the course OT612 Theories of Inquiry and Research Methodology. Emphasis will be on collaborative research, and the development of a research proposal with a specific MOT faculty member. Prerequisite: OT 612. (1 unit seminar)

OT616/616L · Therapeutic Media, Materials and Processes (3 units)

Laboratory and didactic course in daily living skills evaluation and activity analysis for the physically, psychologically, and cognitively impaired. Emphasis on strategies and media that promote adaptation to disabilities and increase role independence are taught using adaptive equipment, redesigning the environment, exploration of tools, materials, and uniform terminology. (2 units lecture, 1 unit lab)

OT617/617L · Interpersonal/Interprofessional Communication (2 units)

Personal and professional effectiveness training and communication skills building; includes the role of the health professional as a team member, patient interviewing skills, patient/therapist relationships, cultural diversity, sexuality, values, and coping skills. (1 unit lecture, 1 unit lab)

OT618 · Functional Neuroscience (3 units)

Review of neuroanatomy and physiology with emphasis on clinical manifestations of peripheral and central nervous system lesions. The anatomical review of blood supply, somatosensory motor systems, special senses, pain mechanisms, and cognitive, perceptual, and nerve pathways. Prerequisites: OT 610, OT 614.

OT619 · Human Occupation Throughout the Life Span (3 units)

Exploration of the stages of human development from conception to death with attention to occupational performance, biological, psychological, cognitive, and sociocultural elements health determinants. Emphasis will be on normal development and observation skills. Prerequisites: OT 611, OT 616, OT 625.

OT621L · Introduction to Fieldwork I (3 units)

This occurs after successful completion of the first year of studies. Guided observations and supervised fieldwork under the direction of clinical educators in clinical settings appropriate for the first year of the curriculum. The primary goal is for students to experientially enhance their observational skills and be introduced to OT practice with a variety of patients with whom an OT might work. Supervision of the student at this level does not need to be by an OT for one of the two experiences, but could be supervised by an individual in an allied health profession. The student must complete a minimum of 60 hours in each of two required settings (psychosocial and adult physical disabilities).

An optional site in pediatrics may be requested, for 40 hours. ***In addition, students must attend an introductory seminar and a final seminar, each held on campus for a full day, immediately after finals week in the spring, and in the week before the start of the fall semester.*** Prerequisites: All first year coursework. (3 units clinical lab)

OT622L · Guided Research Seminar (1 unit)

Implementation of a study or investigation of a specific treatment strategy or teaching module used in occupational therapy. Prerequisites: OT 612, OT 615. (1 unit lab)

OT623 · Health Care Industry (2 units)

History and current structure of the American health care industry with focus on changing environments, economics, role, and function of health professions, ethics, legislation, and issues in the delivery of services.

OT624 · Conditions of Human Dysfunction (3 units)

An overview of pathophysiology and management of neurological disorders, as well as general medical, surgical, and orthopedic conditions commonly seen in clinical practice. Emphasis will be placed on learning medical terminology, pathologic processes, medical management, remediation, and clinical techniques for therapeutic intervention. Prerequisites: OT 610, OT 611, OT 614, OT 627; Corequisite: successful completion or concurrent enrollment in OT 618.

OT 625 · Introduction to Kinesiology and Biomechanics (2 units)

Introduction to concepts of mechanics as they apply to human movement and properties of matter as applied to biological tissues with emphasis on engagement in occupations. Mechanical, physiological and anatomical principles that govern human motion will be explored. Movement of the vertebral column will be studied. Principles of strength and range of motion assessment will be introduced. Corequisite: OT 610. (2 units lecture)

OT626/626L · Theory and Practice in Psycho-social Dysfunction (4 units)

Evaluation methods, social and psychological theories, and pharmacologic intervention strategies. Focus on group process, exploration of self-esteem, stress management, and purposeful activities for persons experiencing psycho-social dysfunction. Exploration of acute and chronic substance abuse and social issues. A clinical component of this class will allow students to provide group and individual treatment to individuals who are dually diagnosed in an area outpatient clinic. Prerequisites: OT 611, OT 612, OT 616, OT 617, OT 619. (3 units lecture, 1 unit lab)

OT627/627L · Applied Kinesiology and Biomechanics (2 units)

Analysis of human movement during occupations utilizing biomechanical principles. Laboratory experiences include manual

testing, joint range of motion measurement, and kinesiological activity analyses. Osteokinematic as well as arthrokinematic concepts and abnormal movement patterns will be examined. Prerequisites: successful completion of OT 610, OT 616, OT 625. Corequisite: successful completion or concurrent enrollment in OT 614, OT 619. (1 unit lecture, 1 unit lab)

OT628 · Administration and Management (3 units)

Administration and organization of occupational therapy services within the current and future health care environment. Emphasis on consultation, quality assurance, program evaluation, functional outcome assessment, program evaluation, strategic planning, marketing, and budgeting in community-based services. Health care reform and third-party reimbursement issues are examined. Lab experiences will be incorporated within each class. Prerequisite: OT 623

OT629/629L · Theory and Practice in Physical Dysfunction (3 units)

Methods of evaluation, treatment planning, and implementation as it applies to individuals with physical dysfunction are presented in this course. Emphasis on sensorimotor, cognitive, neurodevelopmental techniques. Biopsychosocial mindbody considerations will accompany therapeutic intervention strategies. Prerequisites: OT 611, OT 612, OT 616, OT 624, OT 625, OT 627, OT 632/632L. Corequisites: OT 631, OT 636. (2 units lecture, 1 unit lab)

OT630 · Research Synthesis Project (1 unit)

This course focuses on the successful completion of a synthesis project or a scholarly work which shows evidence of academic rigor, scientific inquiry, critical reasoning, creativity and/or clinical expertise. Prerequisites: OT 612, OT 615, OT 622L

OT631/631L · Occupational Adaptations and Introduction to Modalities (3 units)

An introduction to a variety of technologies used in the practice of occupational therapy. Evaluative, assistive, and adaptive equipment used to facilitate the occupational performance areas are discussed and demonstrated. Medical devices and procedures used in medical care and nursing are also investigated to prepare students for treating patients with a variety of medical conditions. Ergonomics, accessibility, and physical agent modalities are introduced. Prerequisites: OT 610, OT 611, OT 614, OT 616, OT 618, OT 624, OT 625, OT 627; Corequisites: OT 629, OT 636. (2 units lecture, 1 unit lab)

OT632/632L · Advanced Clinical Practice (Children) (4 units)

Clinical experience to learn screening and assessment of conditions affecting children. Students will learn how to evaluate,

develop treatment plans, provide intervention and discharge planning for children with physical, psycho-social, neurological, and sensory integrative delays. Labs will consist of evaluation and treatment of pediatric clients in the OT clinic. Prerequisites: OT 610, OT 611, OT 612, OT 614, OT 616, OT 617, OT 619, OT 625, OT 627; Corequisites: OT 618, OT 624. (2 units theory, 2 units lab)

OT633 · Complementary Systems of Health Care (2 units)

A critical review of allopathic (Western scientific medicine) is compared to complementary or integrative (alternative medicine) systems of health care. Traditional Chinese Medicine and Eastern philosophy will be discussed. In addition various complementary systems, such as acupressure, myofascial release, shiatsu, yoga, and other selected methods will be examined to develop an appreciation for the range of health beliefs and practices as they may be applied for use in occupational therapy. Prerequisites: OT 610, OT 611, OT 614, OT 616, OT 618, OT 624, OT 625, OT 627. Corequisites: OT 629, OT 636.

OT634 · Professional Development Seminar (2 units)

Graduate seminar and an independent study course providing students with the opportunity to explore an area of occupational therapy practice in greater detail. Students will develop an individual learning contract of personal professional interest, which may take place in a variety of settings. The outcome will be a professional quality manuscript to be submitted for presentation at a professional conference. Students will meet once a week in seminar to discuss progress and professional and practice issues. Prerequisite: OT 628.

OT636/636L · Advanced Clinical Practice (Adults) (4 units)

Clinic class to introduce students to a variety of conditions treated in clinical practice with the adult and elderly population. Students learn how to perform clinical assessments, write treatment goals, document, and implement short term treatment programs. Labs will consist of evaluation and treatment of adult patients within the clinic. Prerequisites: OT 610, OT 611, OT 612, OT 614, OT 616, OT 618, OT 619, OT 624, OT 625, OT 627. Corequisites: OT 629, OT 633. (2 units theory, 2 units lab)

OT640L/641L Fieldwork Level II Internship A and B (12 units)

This is the final stage of coursework designed to introduce the student to the full responsibilities of the profession working in the capacity of a practitioner under the supervision of a certified occupational therapist. Students are able to register for their Level II fieldwork only after successful completion of their two years of didactic coursework. A variety of settings are considered. The student will utilize occupational theory for

the assessments, treatment interventions, and competency in practice skills. The student completes the fieldwork requirements in two consecutive 6 unit modules. OT 640L must be

successfully completed before being eligible to register and complete OT 641L. After the successful completion of the total six months of Fieldwork II, the student is eligible to sit for the national certification exam provided through the National Board for Certification in Occupational Therapy. Prerequisite: all prior coursework completed. (12 units clinical lab)

OT642L · Clinical Practicum Post Professional Internship (2 units)

This is a post-graduate internship whereby the student works in the capacity of a therapist under the close supervision of a registered occupational therapist. This is a course that allows the students the option of completing up to 12 weeks of specialty study in advance practice in occupational therapy. The total length of internship is agreed upon between the student, Academic Fieldwork Coordinator and the Fieldwork Educator of the designated assignment. (not required for the degree)

Department of Physical Therapy



History

The Department of Physical Therapy was founded in 1990, the first health science discipline added to the then single-purpose nursing institution, Samuel Merritt College. For the first eleven years, the department offered an entry-level master's degree in physical therapy designed to prepare practitioners for autonomous professional practice. The department's proposal to offer an entry-level doctoral degree in physical therapy (DPT) was approved in 2002 by the Western Association of Schools and Colleges and by the Commission on Accreditation of Physical Therapy Education. The first DPT class enrolled in fall 2002.

Mission

The Department of Physical Therapy at Samuel Merritt College serves students, the public, the profession and the College by educating highly skilled, compassionate Doctors of Physical Therapy. Physical therapists from Samuel Merritt College provide patient-centered, culturally competent care using best clinical practices to positively transform the experience of care in diverse communities. Graduates' and faculty's professional lives are characterized by a dedication to life-long learning, critically reflective practice, scholarship, and socially responsible action on behalf of patients, the public, and the profession.

Philosophy of the Department of Physical Therapy

It is the belief of the faculty that each human being is uniquely organized and functioning combination of body, mind, and spirit. We believe that health is a state of complete physical, emotional and psychological well-being. We believe that each individual is responsible for his or her own life and possesses the power to achieve an optimum state of health and empowering individuals to achieve this optimum state of health is the core purpose of health professionals. We believe that all human beings are deserving of interactions consistent with an inherent respect for their dignity and recognition of their unique cultural and social beliefs and values. A biopsychosocialcultural model of health care and physical therapy best supports these beliefs and is one of the foundations of the curriculum. Physical therapy is a profession dedicated to service, to people and society, and physical therapists must practice in an artful, competent, compassionate, caring, legal and ethical manner. Physical therapists must practice mindful of the art and science of the profession. Physical therapists must have commitments to lifelong learning and to search for the evidence that supports and advances practice. Critical thinking, problem solving, intellectual perseverance and courage are all essential characteristics of the successful physical therapist and must be present at entry to the program and fostered during matriculation.

Physical therapy practice spans the continuum from health promotion to prevention to rehabilitation for individuals and populations throughout the lifespan. Physical therapists diagnose movement dysfunctions based on skillful examination and evaluation regardless of the cause or etiology and provide skilled therapeutic intervention to foster improvement in physical functioning and maximizing overall quality of life. Physical therapists provide the initial access into the health care system for persons with impairments and functional limitations amenable to physical therapy and engage in collegial referral relationships with other health care professionals. Physical therapist's role also includes that of case manager, teacher, researcher, and consultant. The faculty believes the first priority of education is to prepare people for a well-rounded, balanced life with broad social and cultural interests and as involved, active citizens of our country. The faculty believes that a professional doctoral degree in physical therapy (DPT) must be built on a strong foundation in the liberal arts and sciences and the values and ethical behaviors consistent with a life as a professional serving all of the members of a diverse culture.

We believe that education programs for the physical therapist must be conducted in an environment that fosters the intellectual challenge, spirit of inquiry and commitment to excellence in practice characteristic of the community of scholars of Samuel Merritt College.

The curriculum of the professional doctoral degree is an integrated hierarchical, spiraling design that emphasizes the scientific bases of human movement, humanistic values, and the artful application of physical therapy. The curriculum is an integrated balance of the basic, clinical and social, and management sciences, with interpersonal communication, the psychosocial and cultural aspects of health and illness and morals and ethics woven throughout the program. The curriculum implicitly and explicitly develops critical thinking and inquiry, effective problem solving, professionalism, responsibility and high intellectual standards. We believe that education is a shared experience wherein the responsibility for learning rests with the student and the role of the faculty is to facilitate that learning. We expect students will assume responsibility for learning and pursue their education at a depth and breadth commensurate with doctoral-level education.

The faculty believes the academic environment must provide students the opportunity to build awareness of and appreciation for multiple styles of thinking and diverse social concepts and values that will help prepare them for identifying, redefining, and fulfilling their responsibilities to society and the profession. Physical therapists must understand and appreciate the professional, historical, and social context in which they operate; the relevance of physical therapy to these and the essential role physical therapists play in helping to modify the environment of practice.

The faculty believes they must provide positive role models for scholarly activity, clinical expertise, and active involvement in the professional community and therefore a responsibility to develop this commitment among the students. We also promote service to the community to ensure excellent physical therapy services are available and accessible to all its members.

As a community of scholars, educators and practitioners, the faculty serves as leaders in assuring availability of continuous learning and competency in the professional community through publication of scholarly work and sharing of knowledge and abilities in educational programs.

DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM

This thirty-three month professional program is designed to prepare students seeking licensure as physical therapists. The curriculum includes professional doctoral-level study in the theory and practice of physical therapy and prepares students to assume leadership roles in the profession and the health care delivery system. In order to prepare students to become competent clinicians, capable of performing as autonomous practitioners in direct access and other health care systems, the

curriculum emphasizes problem solving and critical thinking. The curriculum is integrated in that the students study structure and function of anatomical regions and systems, patient evaluation and management, while simultaneously studying the patient as a whole and as a member of a family and a society. The role of physical therapy in the health care system, the role of health care in society, changes throughout the life span, and cultural diversity are also integrated throughout the curriculum.

Students have the opportunity to pursue clinical competence in a variety of clinical settings working with clients of various age groups and conditions. Upon completion of the doctoral program in physical therapy, students are prepared to assume entry-level positions as physical therapists.

Student Learning Outcomes

Upon completion of the Doctor of Physical Therapy Program the graduate will be able to:

1. Use appropriate verbal, nonverbal, and written communication to effectively communicate with clients, patients, family, caregivers, other health care practitioners, consumers, payers and policy makers.
2. Demonstrate clinical decision-making skills, including clinical reasoning, clinical judgment, and reflective practice.
3. Critically evaluate published studies related to physical therapy practice, research, and education and use that evidence in practice.
4. Educate others using a variety of teaching methods that are commensurate with the needs and unique characteristics of the learner.
5. Differentiate movement dysfunction arising from impairments and functional limitations amenable to physical therapy intervention from those requiring other health care services.
6. For any patient or client:
 - a. Determine the need for examination or consultation by a physical therapist and for referral to another health care professional.
 - b. Independently examine and reexamine a patient or client by obtaining a pertinent history from the patient and from other relevant sources, by performing relevant systems review, and by selecting appropriate age-related tests and measures.
 - c. Synthesize examination data to complete the physical therapy evaluation.
 - d. Engage in the diagnostic process to establish differential diagnosis for patients across the life span in an efficient and cost-effective manner consistent with the policies and procedures of the practice setting.
 - e. Determine patient or client prognoses based on evaluation of results of examinations and medical and psychosocial information.

- f. Establish a physical therapy plan of care that is safe and effective in collaboration with the patient, family, and payers.
7. Provide direct physical therapy interventions to achieve goals.
8. Delegate physical therapy-related services to appropriate support personnel and supervise and manage support personnel.
9. Demonstrate social responsibility, citizenship and advocacy.
10. Demonstrate professional behaviors, adhere to legal practice standards, and practice ethical decision-making.
11. Participate on or direct the health care team to achieve comprehensive patient management.

The DPT Curriculum

The DPT curriculum is a sequential curriculum in which courses build on a liberal arts and sciences foundation. Students are expected to use knowledge from prior coursework, building knowledge and expertise as they progress through the curriculum. In the Patient and Client Management course series, students will learn to perform an examination, evaluate the examination to formulate a diagnosis, prognosis, and plan of care, and provide interventions for patients with impairments and functional limitations commonly encountered in physical therapy practice. Emphasis will be placed on the development of fluid, proficient psychomotor skills used in practice. Students will also use evidence-based decision making with increasing levels of critical analysis and decision making.

Content in the course series, Patient/Client Management, Structure and Function, Disease and Dysfunction, and Case Studies, is coordinated each semester. The Case Studies series, offered in small group seminar format, emphasizes critical thinking and clinical reasoning to complement and promote application, integration, and furtherance of concepts learned in other classes. Students will study various cases representing a large variety of diagnoses, issues, settings, and populations, including considerations of patients' psychological, social, and cultural perspectives and their situation within the health care system.

DPT Case Report Graduation Requirement

The Doctor of Physical Therapy program requires that all students complete a case report research project to meet the requirements for graduation from the program. The case report is a write-up of a patient managed during the six-month internship. Students begin the case report process in PT 757, Research III, during the final fall semester. Students are continuously enrolled in PT 757 during the following spring and summer semesters, during which time they are also enrolled in PT 766, Internship. Students that do not successfully complete the case report research project by the end of the summer semester must re-enroll in PT 757 and pay the tuition for this class (refer to College policy). Each student is assigned to a full-time faculty member who serves as the case report research advisor. The requirements for successful completion of the case

report graduation requirement include presenting the case report findings at a Case Report Research Day and submitting a final, written report approved by the faculty research advisor. Students may, by petition, meet this requirement by completing another form of research. Procedures for completion of the Case Report Research Project are in the Department of Physical Therapy Student Handbook.

DPT Course Overview

Year I—Fall Semester (Term 1)

PT 710 Clinical Foundations in Physical Therapy	3.0
PT 721 Biomechanics	1.0
PT 722 Clinical Exercise Physiology	3.0
PT 723 Gross Anatomy I	4.5
PT 731 Pharmacology and Medical Imaging for Physical Therapists	2.0
PT 742 Teaching and Learning	2.0
PT 755 Research I	2.0
PT 741 Professional Issues in PT	1.0
Total	18.5

Spring Semester (Term 2)

PT 711 Patient and Client Management: Musculoskeletal I	5.0
PT 724 Functional Anatomy, Biomechanics and Kinesiology I	3.0
PT 725 Gross Anatomy II	3.5
PT 732 Pathology and Medical Management in Orthopedics I	2.0
PT 743 Communication in Health Care I	2.0
PT 751 Case Studies I	1.0
PT 761 Field Experience I	0.5
Total	17.0

Summer Semester (Term 3)

PT 712 Patient & Client Management: Musculoskeletal II	6.0
PT 726 Functional Anatomy, Biomechanics, and Kinesiology II	2.0
PT 727 Neurosciences I	3.0
PT 733 Pathology and Medical Management in Orthopedics II	2.0
PT 744 Health Care System	2.0
PT 752 Case Studies II	1.0
PT 762 Field Experience II	0.5
Total	16.5

Year II—Fall Semester (Term 4)

PT 763 Clinical Experience I	5.0
Total	5.0

Spring Semester (Term 5)

PT 713 Patient & Client Management: Neuromuscular I	6.0
PT 714 Patient & Client Management: Pediatrics	3.0
PT 728 Neuroscience II	3.0
PT 734 Pathology and Medical Management in Neurology	2.0
PT 745 Communication in Health Care II	2.0
PT 753 Case Studies III	1.0
PT 764 Field Experience III	0.5
Total	17.5

Summer Semester (Term 6)

PT 717 Patient & Client Management: Cardiopulmonary	3.0
PT 756 Research II	2.0
PT 765 Clinical Experience II	5.0
Total	10.0

Year III—Fall Semester (Term 7)

PT 715 Patient & Client Management: Special Populations	3.0
PT 716 Patient & Client Management: Musculoskeletal III	3.0
PT 718 Patient & Client Management: Neuromuscular II	3.0
PT 746 Management of PT Services	3.0
PT 747 Professional Issues II	1.0
PT 757 Research III	2.0
PT 754 Case Studies IV	1.0
Electives (optional)	0-4
Total	16.0

Spring & Summer Semesters (Terms 8 & 9*)

PT 766 Internship (six months)
(*Part of Term 9)

Course Descriptions

PT 710 · Clinical Foundations in Physical Therapy (3 units)

Introduces fundamental skills throughout physical therapy practice and among practice settings. Theoretical concepts of enablement/disablement, disease, and management of the patient/client in physical therapy will serve as the basis of the course, including an introduction to clinical reasoning strategies. Basic patient history, physical examination, and interventions will be introduced, including therapeutic exercise, functional mobility and gait, thermal and hydrotherapeutic modalities, with an emphasis on patient and therapist safety. Introduction to patient/client management in an inpatient setting will be used to synthesize information over the course. A framework for documentation will be incorporated throughout the course. (2 hours lecture, 4 hours lab)

PT 711 · Patient & Client Management: Musculoskeletal I (5 units)

Focuses on physical therapist patient/client management of simple musculoskeletal movement impairments and functional

limitations in the lower extremities and lumbar spine in persons across the life span. Procedural interventions of lower extremity orthotics and taping will be included. (3 hours lecture, 6 hours lab)

PT 712 · Patient & Client Management: Musculoskeletal II (6 units)

Focuses on physical therapist patient/client management of simple musculoskeletal impairments and functional limitations in the upper extremities and cervical/thoracic spine in persons across the life span. Students will learn the scientific and theoretical bases and the practical application of electrotherapeutics. (3 hours lecture, 9 hours lab)

PT 713 · Patient & Client Management: Neuromuscular I (6 units)

Focuses on physical therapist management of patients/clients with neuromuscular impairments and functional limitations. Patient problems that include musculoskeletal dysfunction and special problems of some representative neurological disorders of adults will be included. (3 hours lecture, 9 hours lab)

PT 714 · Patient & Client Management: Pediatrics (3 units)

Focuses on the study of normal growth and development of humans from birth to adolescence, and the common pathological conditions encountered by physical therapists, whether in a pediatric or general PT practice, when managing the pediatric patient population. The Physical Therapist Patient Client Management Model is applied to the pediatric patient population. Specialized skills and knowledge relative to equipment, funding issues, and delivery systems pertinent to pediatrics are reviewed. Interwoven throughout the course is the impact of childhood disability on the family unit. (2 hours lecture, 3 hours lab)

PT 715 · Patient & Client Management: Special Populations (3 units)

Focuses on the physical therapist patient/client management for patients with complex, inter-related impairments and functional limitations associated with geriatrics, oncological diagnoses, immunosuppression, chronic pain, integumentary system, diabetes mellitus, amputation and gender-related health issues including pregnancy, incontinence and pelvic pain. In addition, the principles of case management of special populations will be explored. (2 hours lecture, 3 hours lab)

PT 716 · Patient & Client Management VI: Musculoskeletal III (3 units)

Focuses on physical therapist patient/client management of musculoskeletal impairments and functional limitations involving complex, multi-regional, multisystem involvement in persons across the life span. Refinement and development of

the entry-level student's clinical reasoning, critical thinking, and clinical decision-making applied to these patients and populations are central themes. Includes physical therapy management of patients with impairments and functional limitations from ribs, TMJ, pelvic girdle/SIJ, altered neural dynamics, and thoracic outlet syndrome/neurovascular dysfunctions and chronic pain. (2 hours lecture, 3 hours lab)

**PT 717 · Patient & Client Management:
Cardiopulmonary (3 units)**

Focuses on physical therapist management of patients/clients with complex impairments and functional limitations associated with the cardiopulmonary system across the life span. Students will use evidence-based decision making throughout this course. (2.5 hours lecture, 1.5 hours lab)

**PT 718 · Patient & Client Management:
Neuromuscular II (3 units)**

Focuses on physical therapist patient/client management of neuromuscular impairments and functional limitations involving complex, multi-regional, and multisystem involvement in persons across the life span. Learning activities emphasize the refinement and development of the entry-level student's clinical reasoning, critical thinking, and clinical decision-making applied to these patients and populations. (2 hours lecture, 3 hours lab)

PT 721 · Biomechanics (1 unit)

This course on biomechanics is the foundational course to the functional anatomy and kinesiology course series. This course includes principles of biomechanics and biomechanics of skeletal, connective, nervous and muscle tissue. This knowledge will be used throughout the curriculum as a part of the diagnosis of movement system disorders and planning interventions to address those disorders. (1 hour lecture)

PT 722 · Clinical Exercise Physiology (3 units)

In depth study of physiology of the musculoskeletal, cardiovascular, pulmonary, renal, hepatic and metabolic systems and application of principles of exercise physiology and exercise training in the design of exercise prescription for individuals, groups, and communities. Emphasis is also placed on health promotion and wellness for individuals and populations.

PT 723 · Gross Anatomy I (4.5 units)

This course is the first of two semesters devoted to the study of regional gross structure of the human body. This course covers the lower extremity, lumbar and thoracic spine, thorax, abdomen and pelvis. The emphasis is on anatomy relevant to clinical practice in physical therapy, with emphasis on the skeletal, muscular, vascular and neurological systems. Embryology of the heart, lungs and GI system is included as is basic histology. (2.5 hours lecture, 6 hours lab)

**PT 724 · Functional Anatomy, Biomechanics
and Kinesiology I (3 units)**

This course is the first of two semesters devoted to the application of anatomy, biomechanics and kinesiology to movement disorders of the lower quarter. The emphasis is on the relationship between structure and function of the systems involved in movement and the clinical implications of dysfunction. The student is also introduced to clinical problem solving through discussion of the anatomical bases for somatic dysfunction. The course is coordinated with PT 711. (2 hours lecture, 3 hours lab)

PT 725 · Gross Anatomy II (3.5 units)

This is the second part of a course devoted to the study of regional gross structure and function of the human body. This semester covers the superficial back, upper extremity, head and neck. The emphasis is on anatomy relevant to clinical practice in physical therapy, with emphasis on the skeletal, muscular, vascular and neurological systems. Development of the head, neck, brain and spinal cord will also be covered. (1.5 hours lecture, 6 hours lab)

**PT 726 · Functional Anatomy, Biomechanics
and Kinesiology II (2 units)**

This course is the second of two semesters devoted to the application of anatomy, biomechanics and kinesiology to movement disorders of the upper quarter. The emphasis is on the relationship between structure and function of the systems involved in movement and the clinical implications of dysfunction. The student is also introduced to clinical problem solving through discussion of the anatomical bases for somatic dysfunction. The course is coordinated with PT 712. (1 hour lecture, 3 hours lab)

PT 727 · Neurosciences I (3 units)

This course is devoted to the study of the structure and function of the human nervous system. The emphasis of this course is on 1) the basic gross structure of the central nervous system (CNS), circulation and meninges; 2) physiology of excitable membranes, synapses, reflexes, and basic sensory physiology; 3) internal structures of the central nervous system (CNS); and 4) the pathways and systems of which it is comprised.

PT 728 · Neurosciences II (3 units)

In-depth study of the components of the nervous system that control human movement. Students will apply this information to understand physical therapy evaluation, diagnosis, prognosis, plan of care, and intervention for people impairments and functional limitation of the nervous system.

**PT 731 · Pharmacology and Medical Imaging
for Physical Therapists (2 units)**

This introductory course will explore the basic concepts of radiology and pharmacology as a foundation for understanding the medical management and rehabilitation of patients with disease and dysfunction.

**PT 732 · Pathology and Medical Management
in Orthopedics I (2 units)**

This course will cover the basic pathological processes of inflammation and repair, infection and cancer will be explored. Disorders and dysfunctions of the musculoskeletal, immune, cardiovascular, hematologic, lymphatic and pulmonary systems will be discussed with an emphasis on the etiology, epidemiology, clinical presentation, and medical management of patients with these disorders. A special emphasis will be placed on the primary care provider's perspective of dysfunction associated with musculoskeletal conditions affecting the lower extremities and lumbar spine.

**PT 733 · Pathology and Medical Management
in Orthopedics II (2 units)**

This course is an in-depth study of diseases and dysfunctions of the endocrine and metabolic, musculoskeletal, integumentary, gastrointestinal, hepatic, pancreatic and biliary, reproductive, renal and urological systems. Epidemiology, etiology, pathology, diagnostic process, clinical presentation, medical management and rehabilitation for each disease will be discussed. A special emphasis will be placed on the physician's perspective of dysfunction associated with musculoskeletal conditions affecting the upper extremities and cervical spine.

**PT 734 · Pathology and Medical Management
in Neurology (2 units)**

Focusing on the etiology, pathology, diagnosis, medical management, clinical presentation and prognosis of diseases and disorders of the peripheral and central nervous system and neuromuscular diseases, this course explores medical management including pharmacology, surgical interventions and referral to other health care professionals.

PT 741 · Professional Issues in Physical Therapy (1 unit)

This course covers the professional, legal, and ethical foundations of physical therapy practice, including an historic perspective on the development of the profession and current and future trends in practice. (2 hours seminar)

PT 742 · Teaching and Learning (2 units)

Explores the role of physical therapists as learners and educators with a focus on patient education; emphasis on learning and motivational theories and their applicability in the clinical, professional, and academic environments; includes content on critical thinking and problem solving as related to being both a student and a provider of services.

PT 743 · Communication in Health Care I (2 units)

Enhances the students' effectiveness in professional roles through the improvement of communication skills. Active participation in individual and group interactions mirroring treatment team partnerships is integral to the course. Students examine various aspects of professional relationships and client interactions with an emphasis on cultural sensitivity. (1 hour lecture, 3 hours lab)

PT 744 · Health Care System (2 units)

Covers the history and current structure of the American health care industry with focus on changing environments, politics, economics, role and function of health professions, and issues in the delivery of services.

PT 745 · Communication in Health Care II (2 units)

Application of communication skills learned in Interpersonal and Interprofessional Communication I to clients who are experiencing psychological distress in addition to their physical illness or injury. Interpersonal issues will be addressed in the form of recognizing the signs of physical or emotional abuse, mood or anxiety disorders, substance abuse, and suicidal ideation. Negotiation expertise and stress management within the context of management and delivery of physical therapy services will be covered. (1 hour lecture, 3 hours lab)

PT 746 · Management of Physical Therapy Services (3 units)

Students study leadership and management of physical therapy service delivery. Principles of management as applied to physical therapy, including organizational behavior, resource planning and management, program planning, financial planning, marketing, personnel direction and management, quality management, risk management, and legal and ethical issues are explored. Units on contracting, consulting, health maintenance organizations, and Medicare and Medicaid requirements are included.

PT 747 · Professional Issues II (1 unit)

This course covers concepts of patient and practitioner autonomy, advocacy, moral courage, and peer review in the context of entry into practice. Additionally, career planning and lifelong professional development are approached through portfolio development.

PT 751 · Physical Therapy Case Studies I (1 unit)

Students apply scientific and theoretic evidence from their basic and clinical science courses when presented with patient cases in which there are musculoskeletal-related movement dysfunctions. Topics in this semester may include: wellness and prevention, joint replacement, sprains and strains, sports injuries, joint dysfunction, lumbar spine dysfunctions, amputations of the lower extremity, and unlawful practice in a variety of clinical environments. (2 hours seminar)

PT 752 · Physical Therapy Case Studies II (1 unit)

Students apply scientific and theoretical evidence from their basic and clinical science courses when presented with patient cases in which there are musculoskeletal-related movement dysfunctions. Topics in this semester may include: joint replacement, sprains and strains, sports injuries, and joint dysfunction of the upper extremity and cervical/thoracic spine. Patient cases will also include ergonomics, working with difficult patients, group treatment, and referral to and interaction with other health care practitioners. (2 hours seminar)

PT 753 · Physical Therapy Case Studies III (1 unit)

Students apply scientific and theoretical evidence from their basic and clinical science courses when presented with patient cases in which there are neuromuscular or musculoskeletal-related movement dysfunctions. Topics in this semester may include: patients with neuromuscular movement dysfunctions that are acute, chronic, or progressive in nature across the lifespan and in a variety of settings in the health care delivery system. (2 hours seminar)

PT 754 · Physical Therapy Case Studies IV (1 unit)

Students study various cases representing a large variety of diagnoses, issues, settings, and populations. Critical thinking and clinical decision-making will be emphasized as students prepare material about the cases for presentation and discussion, and then select and defend a choice of action in various aspects of the case. Topics in this semester may include: complex and multiple diagnoses, intensive care, consultation, geriatrics, abusive situations, ethical dilemmas, screening, health risks, and emergency situations. (2 hours seminar)

PT 755 · Physical Therapy Research I (2 units)

The three-semester research sequence is designed to prepare the student to be a competent consumer of research and a knowledgeable participant in clinical research. This first course is designed to introduce students to the basic principles of the scientific method and prepare them to analyze research studies critically. Focus will be on the role of research, methodologies, sampling, levels of measurement, probability, hypothesis testing, reliability and validity, and standard error. Students will be prepared to critique articles in the literature.

PT 756 · Physical Therapy Research II (2 units)

The three-semester research sequence is designed to prepare the student to be a competent consumer of research and a knowledgeable participant in clinical research. This second course is designed to give students practical experience with data collection, input, analysis, and documentation. Focus will be on how to design a research project, ethical conduct in science, and tests of significance such as ANOVA, correlation, and regression. Students will develop hypotheses and research questions, and continue to critique literature, particularly related to development of clinical practice guidelines.

PT 757 · Physical Therapy Research III (2 units)

The three-semester research sequence is designed to prepare the student to be a competent consumer of research and a knowledgeable participant in clinical research. This third course is designed to give students practical experience with data collection, input, analysis, and documentation in single subject design studies. Students will critique literature and will write a single subject design study based on a patient case from prior clinical experiences. This course includes completion of the case study report during the six-month internship during the following spring and summer semesters.

PT 761 · PT Field Experience I (0.5 unit)

Provides the student with the opportunity to observe competent physical therapists engaged in physical therapy patient management, including examination, evaluation, diagnosis, prognosis, intervention and outcomes. Opportunity to develop skill in conducting a subjective examination of a patient with a single or simple movement dysfunction. Patient and family education and interprofessional communication are also major considerations.

PT 762 · PT Field Experience II (0.5 unit)

Opportunity to observe physical therapists engaged in physical therapy patient management, including examination, evaluation, diagnosis, prognosis, intervention and outcomes for patients with musculoskeletal dysfunctions; and to explore the role of physical therapy in the health care delivery, legal and ethical considerations, and age, socioeconomic, and cultural considerations affecting treatment outcomes and utilization of services. Students have the opportunity to develop skill in conducting subjective and objective examinations and diagnosis of movement dysfunctions with musculoskeletal etiology. Patient and family education and interprofessional communication are also major considerations.

PT 763 · PT Clinical Experience I (5 units)

Experiential learning in clinical settings with the primary emphasis on the physical therapy patient/client management process for persons with musculoskeletal dysfunctions. This is a full-time, eight-week-long clinical experience.

PT 764 · PT Field Experience III (0.5 unit)

Third in a series of three semesters of half-day per week supervised clinical learning experiences. Provides students with the opportunity to examine, evaluate, determine appropriate interventions, and assess the outcomes of physical therapy patient management for adults and/or children with neurological movement dysfunctions.

PT 765 · PT Clinical Experience II (5 units)

Experiential learning in clinical settings with the primary emphasis on the physical therapy patient/client management process for persons with neuromuscular dysfunctions with the adult and/or pediatric population. This is a full-time, eight-week-long clinical experience.

PT 766 · PT Internship (no credit assigned)

The internship is a full-time, six-month clinical experience following successful completion of the academic portion of professional program. During the internship, interns will fully integrate her/his academic and clinical experiences to achieve the transition from student to independent practitioner capable of practicing in a direct access environment. The intern will have the opportunity to exhibit competence in all aspects of physical therapy patient management for a variety of patients with impairments, functional limitations and disabilities typically seen in PT practice. In addition, they will achieve competence as practitioners on interdisciplinary teams and effective participants in the health care delivery system.

Electives

PT 771 · Individual Independent Study (1–3 units)

PT 772 · Group Independent Study (1–3 units)

**PT 700 · The Interdisciplinary Team:
Improving the Care of Our Elders (1.5 units)**

The need and benefit of interdisciplinary healthcare teams is vital to integrated geriatric care. This course will help the student understand the work style and contributions of a variety of healthcare team members (physician, nurse, pharmacist, chaplain, therapists, etc.) to the geriatric team. Overviews of the roles of interdisciplinary teams in geriatric healthcare will lead to exposure to the variety of disciplines in interdisciplinary geriatric team practice, including field observations of geriatric interdisciplinary teams in practice. A framework for understanding the dynamics of interdisciplinary team practice will be provided so students will have a working background for how to participate productively as a team member of a geriatric interdisciplinary team.

PT 781 · Advanced Pediatrics (2 units)

Focuses on physical therapist patient/client management of complex multisystem involvement in the pediatric population. The use of standardized pediatric tests, measurements and evidenced based practice to guide decision making is emphasized throughout the course.

PT 782 · Physical Therapy in Sports Medicine (2 units)

This course focuses on physical therapist management of patients/clients with sports-related musculoskeletal impairments and functional limitations. Knowledge of anatomy, biomechanics, exercise and rehabilitation principles is applied along with clinical reasoning processes to this patient population.

PT 783 · Spanish for Health Care Providers, PT Focus (2 units)

Students in the course learn basic Spanish language and conversational skills and common medical terminology and physical therapy terminology. Students also learn common myths and beliefs about health among members of the Latino community. Prerequisite: Successful completion of courses in DPT curriculum before semester offered.

Physician Assistant Department

History

Started in 1999, the PA curriculum was designed to offer the first entry-level graduate PA program in California. Coursework and clinical experiences were planned to provide for development of skill as primary care providers, as well as to offer opportunities for students to establish a foundation in a variety of medical and surgical specialties.

Mission

The twenty-seven month graduate program at Samuel Merritt College is designed to prepare students for practice as physician assistants. In keeping with the mission of Samuel Merritt College, the physician assistant program is committed to education of students for a life of highly skilled and compassionate service in health care. This program is designed to provide the comprehensive clinical and didactic training necessary to develop highly skilled, well-educated physician assistants capable of providing quality health care in a wide variety of clinical settings. Upon completion of this program, the student is prepared to take the national certifying examination and assume practice as a physician assistant.

Philosophy of the Physician Assistant Department

The physician assistant department strives to prepare graduates to assume the role of an interdependent medical provider. Graduates will demonstrate commitment to the community and the profession through active leadership, manifest critical and creative thinking, utilize effective communication skills, and possess the educational foundation for continued growth and development in a changing world of diverse cultures. In addition, they will display a commitment to life-long learning.

The practice of medicine is both an art and a science and its practitioners must be schooled in the diagnosis and treatment of pathologies as well as patient instruction in identifying and engaging in health promoting activities and disease preventing lifestyles. Professional practice demands the melding of contemporary biological science with the art of compassionate teaching, listening, facilitating, and guiding. It embodies a continuum of ages from neonatal to geriatrics, illnesses from acute to chronic and practice arenas from ambulatory to intensive care. Further, it demands the highest ethical and moral standards. Historically, physician assistants have always believed that one of their highest priorities is to promote the public's interest and the patient's needs before any other considerations and to serve as active patient advocates. We are committed to assuring that health care services are accessible and compassionate.

The faculty believe that the academic environment should provide students with opportunities to learn from a wide variety of clinical disciplines and an equally broad array of health professionals. By working and learning in this environment, students

gain an appreciation of different styles of thinking, approaches, functions and responsibilities. These experiences will shape the graduates' understanding of their role and responsibilities in the provision of health care and to society as a whole. We believe that physician assistants must understand the historical and social environment in which the profession began as well as contemporary environments in which they practice.

Specifically, the program is committed to the following goals:

1. The education of highly skilled, knowledgeable physician assistants who contribute to the provision of high-quality health care to all individuals in a wide variety of clinical settings.
2. The provision of a rigorous didactic and clinical education in the basic and behavioral sciences and medical disciplines necessary to produce excellent clinicians.
3. The development of physician assistants who can engage in the scholarly advancement of the profession by participation in investigative studies. In addition, s/he must critically evaluate contemporary medical literature and appropriately apply this material to practice through a thorough understanding of research methodologies, study design, and epidemiologic principles.
4. The demonstration of appreciation for social and cultural effects on the delivery of health care through exposure to a wide variety of clinical settings reflecting the diversity of patients and the communities in which they reside.
5. The development of students with an understanding of health policies and delivery systems to promote their participation as health care leaders in identifying solutions to community and professional endeavors.
6. The education of students in the current information exchange systems and their associated technologies to enhance their productivity as students and professionals.
7. The reinforcement of the value of human dignity, individual and societal decision-making, and the overarching ethical issues driving health care today, insuring the demonstration of exemplary ethical and legal conduct in daily practice.
8. The fostering of a commitment to life-long learning through both informal and formal professional development activities.

MASTER PHYSICIAN ASSISTANT DEGREE

The Physician Assistant Department offers a twenty-seven month entry-level master's degree program. Upon completion of program requirements, graduates are prepared to take the Physician Assistant National Certifying Examination (PANCE).

Student Learning Outcomes

Physician assistants are highly skilled members of the health care team who, working as an agent of a physician, provide diagnostic and therapeutic patient care. At minimum, a physician assistant does the following:

1. Elicits a detailed and accurate history, performs the appropriate physical examination, records and presents pertinent data, including interpretive recommendations, in a manner meaningful to a physician;
2. Performs and/or interprets routine diagnostic studies such as common radiologic studies, routine laboratory procedures, and electrocardiographic studies;
3. Performs such routine procedures as injections, suturing, wound management, incision and drainage of superficial infections, cast application, and simple fracture follow-up;
4. Performs patient rounds, records patient progress notes and pertinent case summaries, determines and implements diagnostic procedures and therapeutic plans at the direction of the physician/supervisor;
5. Instructs, counsels, and prescribes for patients regarding physical and mental health, including proper diet, disease prevention, therapy, normal growth and development, family planning, sex, lifestyle risks, situational adjustment reactions, and other health care matters;
6. Delivers or assists in the delivery of services to patients requiring continuing care in homes, nursing homes, and extended-care facilities, including reviewing and monitoring treatment and therapy plans;
7. Performs independent evaluation and initiates therapeutic procedures in life-threatening events;
8. Facilitates referral to community resources, health facilities, and agencies, with appropriate patient follow-up.

Physician Assistant Curriculum Overview

Year One

Fall

PA 601/601L Human Gross Anatomy	5.0
PA 602 Physiology & Mechanisms of Disease I	3.0
PA 615/615L Physical Diagnosis	4.0
PA 617 Interpersonal/Interprofessional Communication	2.0
PA 630 History and Roles of the PA	2.0
Total	16.0

Spring

PA 603 Microbiology/Infectious Disease	3.0
PA 604 Physiology & Mechanisms of Disease II	3.0
PA 608 Pharmacology I	3.0
PA 620 Medicine I	4.0
PA 646 Behavioral Medicine	3.0
PA 660 Integrating Seminar I	1.0
Total	17.0

Summer

PA 609 Pharmacology II	3.0
PA 621 Medicine II	4.0
PA 624 Geriatrics	2.0
PA 628L Clinical Diagnostic Methods	3.0
PA 661 Integrating Seminar I	1.0
PA 690 Research Methods	3.0
Total	16.0

Year Two

Fall

PA 622 Pediatrics	3.0
PA 623 Obstetrics/Gynecology	3.0
PA 625 Surgery	3.0
PA 626 Emergency Medicine	3.0
PA 627 Policies and Systems of US Health Care	2.0
PA 629 Clinical Skills Lab	1.0
PA 662 Integrating Seminar III	1.0
Total	16.0

Year 2-3

Clinical Year

PA 680L Family Medicine Clerkship	2.0
PA 681L Internal Medicine Clerkship	2.0
PA 682L General Surgery Clerkship	2.0
PA 683L Pediatric Clerkship	2.0
PA 684L Geriatric Clerkship	2.0
PA 685L Women's Health Clerkship	2.0
PA 686L Emergency Medicine Clerkship	2.0
PA 687L Elective Clerkship I	2.0
PA 688L Elective Clerkship II	2.0
Total	18.0

Course Descriptions:

PA 601/601L · Human Gross Anatomy (5 units)

This one-semester course is designed to familiarize the student with the clinically relevant aspects of human anatomy with an in-depth examination of anatomical structure and function. Emphasis is placed on relationship of structure and normal variants with clinical correlation to pathology and disease presentation. The course includes an embryology component to aid students in understanding normal anatomical development and the congenital malformation. A cadaver lab with dissection focuses attention on spatial relationships, anatomic variation, embryological origin, and relationships of organ systems. (3 units lecture, 2 units lab)

PA 602 · Physiology and Mechanisms of Disease I (3 units)

The first course in a two part series, this course introduces students to fundamental physiological principles which apply to the human body. The integrated functioning mechanisms of the body will be presented in detail with special emphasis on the cardiovascular, respiratory, and central nervous systems. Clinical case presentations are presented to enable students to understand the pathophysiology of major diseases of each organ system.

PA 603 · Microbiology and Infectious Disease (3 units)

This course will provide the student with advanced microbiology, virology, and immunology to understand the complexities of infectious disease. Emphasis will be placed on clinically relevant pathogens, isolation and aseptic techniques, identification, and treatment.

PA 604 · Physiology and Mechanisms of Disease II (3 units)

The second part of a two course series, this course introduces students to fundamental physiological principles which apply to the human body. The integrated functioning mechanisms of the body will be presented in detail with special emphasis on the renal, gastrointestinal, and endocrine systems. Clinical case presentations are presented to enable students to understand the pathophysiology of major diseases of each organ system.

PA 608 · Pharmacology I (3 units)

This is the first in a series of two courses which focuses on pharmacokinetics, pharmacodynamics, and pharmacotherapeutic concepts in the major drug classifications. Problem-solving is emphasized through case studies designed to highlight proper drug selection, interactions, physiological implications, and administration.

PA 609 · Pharmacology II (3 units)

The second semester of a two course series which focuses on the clinical application of pharmacotherapeutics, drug interac-

tions and contraindications. Problem solving continues through the introduction of case studies designed to integrate knowledge and application.

PA 615/615L · Physical Diagnosis (4 units)

This course focuses on the skills and knowledge necessary to gather a medical history, perform a complete physical examination, (including special maneuvers), integrate the findings into a diagnosis and, communicate the findings through a number of methods. Competence in examining the pediatric, geriatric, and obstetric patient will be expected in addition to adults. (3 units lecture, 1 unit lab)

PA 617 · Interpersonal/Interprofessional Communication (2 units)

Personal and professional effectiveness training and communication skills building; includes role of the health professional as a team member, patient interviewing skills, patient/provider relationships, cultural diversity, sexuality, values, and coping skills. This course also provides instruction in elicitation of a medical history.

PA 620 · Medicine I (4 units)

This is the first of a two-semester course, divided into systemic units, which focuses on the identification and treatment of medical conditions, syndromes, and diseases encountered in the integumentary, respiratory, cardiovascular, endocrine, gastrointestinal, genitourinary, neurological, musculoskeletal, renal, biliary, and hematopoietic systems. A case-based approach is used to familiarize the physician assistant student with the variety of presentations seen and the treatment options available.

PA 621 · Medicine II (4 units)

This is the second of a two-semester course, divided into systemic units, which focuses on the identification and treatment of medical conditions, syndromes and diseases encountered in the integumentary, respiratory, cardiovascular, endocrine, gastrointestinal, genitourinary, neurological, musculoskeletal, renal, biliary and hematopoietic systems. A case-based approach is used to familiarize the physician assistant student with the variety of presentations seen and the treatment options available.

PA 622 · Pediatrics (3 units)

This course uses a case-based learning format to aid students in understanding the physical and psycho-social fundamentals of normal growth and development, anticipatory guidance, immunizations and health maintenance. In addition, it focuses on the presentation of major pediatric disorders and conditions, their signs and symptoms, diagnosis, and management.

PA 623 · Obstetrics and Gynecology (3 units)

This course provides the student with an overview of commonly encountered obstetric and gynecologic conditions in women's health care. Major topics include pregnancy and prenatal care, menopause, lactation, uterine and breast disorders, the menstrual cycle, its hormonal regulation, and commonly encountered conditions.

PA 624 · Geriatrics (2 units)

This one-semester course is designed to provide the physician assistant student with an understanding of medical problems of the elderly, including the changes commonly associated with aging. In addition, it focuses on the increased opportunity for undesirable drug interactions, multi-organ system failure, limitations in mobility and communication, and other impairments.

PA 625 · Surgery (3 units)

This course presents the fundamentals of surgical disease and care of the acute and/or chronic surgical patient. The focus is on the preparation of the student in the etiology, pathophysiology, clinical manifestation, diagnosis, and appropriate management of selected surgical conditions. (3 units lecture)

PA 626 · Emergency Medicine (3 units)

This one-semester course focuses on the identification and diagnosis of the acutely ill or injured patient. Management of conditions commonly encountered in the emergency department will be covered, as will principles of trauma resuscitation.

PA 627 · Policies and Systems of US Health Care (2 units)

This course explores issues of health policy with a focus on the provision of care in various delivery systems, reimbursement policies and their effect on patient access, physician assistant practice and the economics of public and private financing.

PA 628L · Clinical Diagnostic Methods (3 units)

Techniques of electrocardiographic and radiologic assessments will be emphasized in this laboratory course. Principles of radiologic examination will be provided with a focus on identifying normal variants and common pathologies in various diagnostic imaging modalities such as X-ray, CT, MRI, and nuclear studies. The second part of the course will focus on electrocardiography and diagnosis of cardiac disease. (3 units lab)

PA 629 · Clinical Skills Lab (1 unit)

This course is a one semester introduction to basic medical procedures utilized for diagnostic and therapeutic purposes in primary care, surgery, and emergency medicine practices. (1 unit lab)

PA 630 · History, Policies, and Roles of the Physician Assistant (2 units)

The course explores the factors affecting the development of the profession and the role of the PA in today's health care system. Credentialing, policies, regulations governing scope of practice, and the development of professional organizations for physician assistants are explored. Issues of professionalism, physician/PA relationships, and ethical decision-making are introduced.

PA 646 · Behavioral Medicine (3 units)

This course is designed to instruct the physician assistant student on the major psychiatric and mental disorders encountered in the outpatient setting. Included in the topics will be depression, anxiety, phobias, substance and eating disorders, somatoform, psychoses, neuroses, and personality disorders.

PA 660 · Integrating Seminar I (1 unit)

This three-semester, small group experience provides the student with the opportunity to apply theory gained from lecture and laboratories to problems and cases designed to integrate knowledge and skills. Three hours of seminar/discussion weekly.

PA 661 · Integrating Seminar II (1 unit)

This second semester of a three-semester series is designed to integrate the knowledge obtained in the previous semesters into evaluation, clinical problem-solving, assessment, and management of commonly-encountered disorders. Three hours of seminar/discussion weekly.

PA 662 · Integrating Seminar III (1 unit)

The third semester of a three-semester series is designed to integrate the knowledge obtained in the previous semesters into evaluation, clinical problem-solving, assessment, and management of commonly-encountered disorders. Three hours of seminar/discussion weekly.

PA 680L · Family Medicine Clerkship (2 units)

A full time internship experience which exposes the student to outpatient family medicine. The student is expected to fully participate in the diagnosis and treatment of the commonly presenting disorders. (2 units clinical lab)

PA 681L · Internal Medicine Clerkship (2 units)

During this rotation, the student learns to apply basic medical knowledge to the problems and situations encountered on an inpatient service. By collecting history and physical exam information, formulating a complete problem list, participating in daily rounds and in the management of patient problems, the student develops an awareness of the complexity of disease processes and differential diagnosis. (2 units clinical lab)

PA 682L · General Surgery Clerkship (2 units)

This rotation emphasizes preoperative evaluation and preparatory procedures, assisting at the operating table, and management of patients through the postoperative period to discharge. Surgical clerkships can be completed in a variety of settings, including major academic hospitals, community hospitals and small private practices. (2 units clinical lab)

PA 683L · Pediatric Clerkship (2 units)

In this rotation, the student is assigned to either an institutional setting or a community-based pediatric site. Special emphasis is placed on communication skills and relating sensitively to both children and parents. The student gains familiarity with normal growth and development, pediatric preventive medicine, and evaluation and management of common childhood illnesses. (2 units clinical lab)

PA 684L · Geriatric Clerkship (2 units)

In this rotation, the student is assigned to an institution caring for the geriatric patient. Special emphasis is placed on the identification, and management of common problems in the elderly population. (2 units clinical lab)

PA 685L · Women's Health Clerkship (2 units)

The student learns about common gynecological problems, pregnancy and prenatal care. The rotation emphasizes clinical experience with abnormal menstruation and bleeding, infections and contraception counseling. (2 units clinical lab)

PA 686L · Emergency Medicine Clerkship (2 units)

This rotation stresses the evaluation and management of problems of the patient presenting to the emergency department. The student gains experience in the initial evaluation of potential life-threatening conditions and in performing problem-specific examinations and procedures. This rotation takes place in community hospital emergency departments as well as major trauma centers. (2 units clinical lab)

PA 687L · Elective Clerkship I (2 units)

This is the first of two rotations designed to enhance the students' knowledge in a disciplinary area of their choosing. Students may repeat a rotation of particular interest to them or explore a medical or surgical specialty. (2 units clinical lab)

PA 688L · Elective Clerkship II (2 units)

This is the second of two rotations designed to enhance the students' knowledge in a disciplinary area of their choosing. Students may repeat a rotation of particular interest to them or explore a medical or surgical specialty. (2 units clinical lab)

PA 690 · Research Methods (3 units)

Philosophy and principles of research process with emphasis on scientific methods of inquiry. Topics include epidemiology and its relevance to clinical practice, types of research designs, sampling, measurement, data collection, and analysis. Students will have the opportunity to evaluate current literature from the medical journals in light of research design and data collection. (3 units lecture)



California School of Podiatric Medicine

History

The California School of Podiatric Medicine was founded as the California College of Podiatric Medicine in 1914 in San Francisco where it operated as a single purpose professional school. In 2001 the College sold its campus, including the Pacific Coast Hospital facility, and moved to Vallejo. In 2002, CCPM merged with Samuel Merritt College, becoming the California School of Podiatric Medicine within Samuel Merritt College. The merger was completed with the relocation of facilities to the Summit Medical Center campus in Oakland in July, 2002. The College is one of eight schools of podiatric medicine in the United States and the only school located on the west coast.

Mission

The mission of the California School of Podiatric Medicine (CSPM) is to serve students through its commitment to excellence in the development of caring podiatric physicians, with an emphasis on providing quality primary care for a diverse community. CSPM strives to train students in a nurturing, interdisciplinary and contemporary environment that emphasizes health promotion and disease prevention.

Overview and Philosophy

Podiatric medicine is a branch of the medical sciences devoted to the prevention, diagnoses and treatment of foot and ankle disorders, diseases, and injuries. Doctors of Podiatric Medicine are highly trained health care providers and the only health professionals who exclusively specialize in problems affecting the foot and ankle. They see people of all ages and are often the first medical specialists to use mechanical, electrical, surgical, and medical means to:

1. Diagnose and treat traumatic injuries such as fractures, sprains, tendon ruptures, stress fractures, and dislocations
2. Diagnose and treat neurological complaints such as neuroma, neuropathy, nerve entrapment, pain syndromes
3. Diagnose and treat musculoskeletal disorders and deformities such as bunions, hammertoes, muscle paralysis, bone tumors, heel spurs, fasciitis, and cysts
4. Diagnose and treat cutaneous conditions such as ingrown nails, athlete's foot, warts, bacterial infections, malignancy, corns, and calluses
5. Diagnose and treat circulatory problems such as venous insufficiency, chronic edema, and arterial insufficiency
6. Diagnose and treat complications of chronic illnesses such as diabetes, rheumatoid arthritis, osteoarthritis, and gout
7. Diagnose and treat congenital and childhood deformities such as clubfeet, metatarsus adductus, flatfeet, polydactyly, apophysitis
8. Prescribe custom footwear, orthotics, and bracing

CSPM Teaching Philosophy

CSPM faculty members are committed to serve as positive role models who promote excellence in teaching in order to produce graduates who are prepared to serve the fundamental purposes of podiatric medicine. Through the CSPM Core Competencies and Student Learning Outcomes, faculty members will ensure that each graduating student possesses the attributes that are necessary to meet their individual and collective responsibilities to the profession of podiatric medicine and to society.

Core Competencies and Student Learning Outcomes

Prior to graduation each DPM student must demonstrate to the satisfaction of the faculty, the following:

1. Knowledge of the basic medical sciences, which provides the foundation for podiatric clinical training, residency training and practice.
2. The ability to prevent, diagnose, and manage diseases and disorders of the lower extremity.
3. The ability to assess medical conditions and refer, as appropriate, those patients with conditions identified during the evaluation.
4. A commitment to practice with professionalism, compassion and concern and in an ethical manner.
5. The ability to understand research methodology and other scholarly activities for application to podiatric medical practice in a variety of health care settings.
6. The ability to understand, acknowledge and respect the roles of other healthcare professionals in providing needed services to individual patients, populations, or communities in a multidisciplinary manner and/or in an interdisciplinary setting.
7. An understanding of podiatric practice in a multitude of health-delivery settings.
8. Practice and manage patient care in a variety of communities, healthcare settings, and living arrangements.
9. Demonstrate a commitment to professional values through community service, continuing education, and participation in professional organizations.
10. Facilitate change in meeting present and future societal health needs through the use of leadership skills and knowledge of the political system.

DOCTOR OF PODIATRIC MEDICINE DEGREE

The educational program leading to the Doctor of Podiatric Medicine degree consists of a comprehensive curriculum in the basic medical and clinical sciences. The didactic course work is completed during the first three years of the program. Clinical rotations begin at the start of the second academic year in June. During the summer months, second year students begin to participate in clinical rotations, which cover mechanical orthopedics, radiology, general and primary podiatric medicine. The majority of the third year and the entire fourth year are devoted to clinical rotations at inpatient and outpatient facilities, outside clerkships at affiliated Bay Area medical centers and throughout the United States, and private practice office clerkships.

Students, who successfully complete the four year podiatric medical curriculum, take and pass the end of year comprehensive examinations, and receive approval for graduation by the appropriate administration and faculty, may be granted the degree of Doctor of Podiatric Medicine.

DPM Curriculum Overview

First Year—Fall Semester

DPM 701 Human Anatomy I	5.0
DPM 705 Biochemistry I	3.0
DPM 706 Histology	5.0
DPM 707 Physiology I	4.0
DPM 780 Introduction to Human Anatomy/ Human Embryology	3.0
Total	20.0

Spring Semester

DPM 709 Lower Extremity Anatomy	5.0
DPM 710 Human Anatomy II	5.0
DPM 711 Biochemistry II	3.0
DPM 712 Physiology II	4.0
DPM 713 Neuroscience	5.0
DPM 752 Introduction to Clinical Medicine	2.0
Total	24.0

Second Year—Fall Semester

DPM 714 Medical Microbiology	4.0
DPM 715 Pathology I	3.0
DPM 716 Pharmacology I	4.0
DPM 720 Research Methods	3.0
DPM 732 General Medicine I	3.0
DPM 750 Podiatric Medicine I	1.0
DPM 751 Radiology I	1.0
DPM 770 Biomechanics I	2.0
DPM 790 Podiatric Surgery I	2.0
Total	23.0

Spring Semester

DPM 717 Immunology	3.0
DPM 718 Pathology II	3.0
DPM 719 Pharmacology II	4.0
DPM 734 General Medicine II	3.0
DPM 753 Podiatric Medicine II	2.0
DPM 754 Radiology II	1.0
DPM 771 Biomechanics II	2.0
DPM 791 Podiatric Surgery II	3.0
Total	21.0

Second Year Clinical Rotations

Students will complete clinical rotation assignments in the following inpatient, outpatient and specialty clinical facilities.

DPM 733 2nd Year Medicine Rotation	1.0
DPM 756 Highland Hospital/Podiatry	1.0
DPM 773 Biomechanics Workshop	1.0
DPM 781 Second Year Simulation Center Rotation	1.0
DPM 787 2nd Year Podiatry Rotation	1.0
DPM 788 Homeless Clinic	1.0
DPM 789 Laguna Honda Hospital/Radiology	1.0
Total	7.0

Third Year—Fall Semester

DPM 736 Dermatology I	1.5
DPM 738 General Medicine III	3.0
DPM 758 Public Health & Jurisprudence	2.0
DPM 772 Biomechanics III	2.0
DPM 792 Podiatric Surgery III	2.0
Total	10.5

Spring Semester

DPM 737 Pediatrics	2.0
DPM 739 Dermatology II	1.5
DPM 740 Neurology	2.0
DPM 743 General Medicine IV	2.0
DPM 774 Sports Medicine	1.0
DPM 793 Podiatric Trauma	2.0
Total	10.5

Third Year Clinical Rotations

Third year students will complete the following clinical rotation assignments at affiliated Bay Area medical centers, outpatient facilities, and community practice clerkships.

DPM 741-01 3rd Year Medicine	3.0
DPM 759-01 Diabetic and Wound Care	5.0
DPM 761-01 Private Office Clerkship	3.0
DPM 760-01 Highland Hospital	4.0
DPM 762-01 Highland Radiology	1.0
DPM 794 Third Year Biomechanics Rotation	3.0
DPM 796-01 Surgery/OR/Biomechanics	10.0
Total	29.0

Fourth Year Clinical Training

In the fourth year, students have the opportunity to base their clinical training at one of several affiliated medical centers. These include: CSPM/Core in San Francisco, University of Texas Health Science Center at San Antonio, VA Albuquerque Medical Center, Arizona Maricopa Medical Center, VA Salt Lake City, and VA Tacoma/Madigan Army Hospital. Students receive 4 units of credit for each month they complete a rotation or clerkship. A minimum of 48 units of credit is required to complete the twelve-month fourth year curriculum.

Course Descriptions—Basic Medical Sciences

DPM 780 · Introduction to Human Anatomy/ Human Embryology (3 units)

Provides an introduction to anatomical terminology and human anatomical systems fundamental to considerations of function, physical diagnosis trauma and disease. In addition, the patterns and principles of fertilization and normal and abnormal embryonic and fetal development of human organ systems are covered with a focus on the medical applications.

DPM 701/DPM 710 · Human Anatomy I & II (10 units)

These courses, which are offered over two semesters, provide an opportunity for students to learn the important facts and concepts of human gross and developmental anatomy, with which every practitioner and student of medicine should be familiar. In these courses, the human body will be the student's most important source of information, and dissection and observation

of the gross structure of the human cadaver will be an important activity. Lectures on the development of the various body systems will be closely correlated with the gross dissection of these systems (see Human Anatomy below) to allow students to gain an understanding of common congenital anomalies and how the adult form gets to be the way it is.

Lectures, conferences, demonstrations and textbook assignments will be used to present anatomical information that has both practical and clinical importance and to supplement and reinforce the knowledge gained through dissection. The study of the human body is approached by regions and includes the thorax, abdomen, pelvis-perineum, head and neck, back, and upper extremity. Course content emphasizes the relationship of structures to one another, the importance of these relationships for normal function, and their clinical relevance.

DPM 705/DPM 711 · Biochemistry I & II (6 units)

A two course sequence, Biochemistry encompasses the general principles of human biochemistry. Focusing on the chemical process which occurs in all living systems, biochemistry provides the necessary biochemical knowledge for those in the medical profession. The course adopts a "whole-body" approach to the study of modern biochemistry and takes into account the rapidly expanding corpus of knowledge in this area.

Emphasis on the normal metabolic activities of living cells and their relation to selected disease states. An introduction to several biochemical techniques (experimental and practical) employed in the diagnosis and treatment of disease is provided. Upon completion of the course, students are expected to apply biochemical principles to describe and treat metabolic disorders based on clinical findings.

DPM 706 · Histology (5 units)

Histology is taught in the first semester of the first year and includes lectures, laboratories, and case studies. The histology course presents normal histology and correlates physiological function with cellular structure and tissue organization. Basic elements of cell biology and systems physiology are correlated with the microscopic and ultra-structural anatomy of specific cells, tissues and organs.

The ultimate goal is to prepare the student to apply knowledge of normal structure to disease processes and pathological conditions that are either structure or function and to understand the sub-cellular structures involved in pharmacological processes. Lectures and laboratories use diagrams, micrographs and sectioned material of healthy normal cells, tissues, and organs of the body. Functional aspects of the structures are stressed in lecture. Laboratory emphasis is on identification of sectioned material at the light microscope level, with some incorporation of specialized cellular components at the ultra-

structural level. This course will enable students to visualize normal microscopic structure and function when confronted with pathological problems.

DPM 709 • Lower Extremity Anatomy (5 units)

This course is a detailed presentation of the anatomy of the lower extremity, involving both lecture and laboratory sessions. Lecture material is extensively supplemented with drawings, slides, and references to bony landmarks, as well as to surface anatomy. The laboratory portion of the course emphasizes cadaver dissection, but also includes demonstration of prosected specimens, osteology, three-dimensional models, radiographs, cross-sections, and other special preparations.

A small number of students are assigned to each cadaver so that each student can gain experience in the use of instruments and in dissection technique. Upon successful completion of the course, the student is prepared to advance to studies in podiatric medicine and surgery, equipped with the necessary knowledge of and function of the lower extremity.

DPM 707/DPM 712 • Physiology I & II (8 units)

Present day podiatric medical practice depends on a broad knowledge of physiological systems and mechanisms. The physiology course provides a solid foundation in human physiology in preparation for subsequent clinical training and prepares students for assessing pathophysiology as it arises in podiatric medicine.

Basic physiological concepts such as homeostasis, membrane transport and membrane potential are addressed and these concepts are applied to each of the major physiological systems. The physiology courses combine several approaches to explore physiology, including power point lecture presentations and animations of physiological mechanisms.

DPM 713 • Neurosciences (5 units)

We live in the “golden age” of neuroscience discovery. Technological advances in many scientific disciplines now offer new ways to explain nervous system function. The neuroscience course assumes a multidisciplinary approach to integrate these new discoveries into a clinically useful knowledge base for podiatric medical students.

The neuroscience course is offered in the spring semester of the first year and combines several approaches to explore the nervous system, including power point lecture presentations, animations of neurophysiologic mechanisms, and a CD-based interactive learning tool for neuroanatomy and laboratory exercises. Our goal is for students to learn how the nervous system is organized and how its major systems function. This course prepares the student for further studies in neurology and neuropathology in their second and third years.

DPM 714/DPM 717 • Medical Microbiology and Immunology (7 units)

Medical Microbiology and Immunology is the study of host-parasite relationships, with particular emphasis on humans as the host, and on the parasites that cause infections and diseases in humans. This course is presented in two semesters, and is divided into six general subject areas: general bacteriology, medical mycology, medical virology, medical parasitology, and immunology.

Students are required to perform laboratory exercises in the first semester (microbiology). The laboratory exercises emphasize basic laboratory techniques used for the isolation and identification of the most common bacteria and fungi encountered in podiatric practice. After completion of this course, the student will be able to identify the normal microbial flora of the human body and to recognize true pathogens, opportunistic pathogens, and non-pathogens. The student will also be able to identify the different immune processes used by healthy humans to prevent infections by pathogens.

DPM 715/DPM 718 • Pathology I & II (6 units)

Pathology is the study of the structural and functional changes in tissues and organs of the body as a result of disease. This two-semester lecture course begins with the fundamental concepts of pathology including topics such as reaction to injury, regeneration, repair mechanisms, inflammation and neoplasia.

Following this introductory material, a systematic approach to each organ system is adopted that covers both neoplastic and non-neoplastic disorders. Special emphasis is given to the diseases of the musculoskeletal system. This basis is then expanded to investigation of diseases of each organ system with emphasis on pathology of the lower leg and foot.

DPM 716/DPM 719 • Pharmacology I & II (8 units)

Pharmacology I is the study of drugs, how they work, and how they affect the human body. The course is taught over two semesters and is presented as a systematic investigation into pharmacological agents used in medicine based on drug group classification. During the fall semester, the course centers on a variety of basic pharmacological principles, as well as the study of certain therapeutic drug classes.

Basic principles include: drug agonism and antagonism, drug-receptor bonds, pharmacokinetics and pharmacodynamics. Topics for the spring semester include antimicrobials, drugs affecting endocrine function, gastrointestinal agents, respiratory agents, botanicals, drugs affecting joint and connective tissue, hematopoietic agents, and neoplastic agents.

For all of the drugs learned, students are expected to recognize the agent's primary mechanism of action, potential for drug-drug or drug-disease interactions, major side effects, and use in a clinical setting. Clinical pharmacists who specialize in the topic area on which they lecture primarily teach the course. Lectures draw from personal experience, and often relay patient vignettes to students, based on actual clinical cases. This allows students to learn both the pharmacology of the agents as well as how they are used in clinical practice. Special emphasis is given to those agents, which are widely used in the practice of podiatric medicine.



Course Descriptions—Clinical Sciences

DPM 732/734/738/743 • General Medicine I, II, III, & IV

(11 units)

The medicine curriculum has been redesigned and now reflects the teaching style, which is typically seen in medical schools. The format is called the “systems approach”. The medicine curriculum is a four semester curriculum, which begins in the first semester of the second year. Students will start with a cardiovascular system that will include pathophysiology, physical diagnosis, emergency medicine and medical ethics. This will be followed by dermatology, neurology, and principles of internal medicine. The medicine curriculum is integrated with clinical experience in the hospital and outpatient medical clinics. Initial clinical exposure to general medicine comes early in the second year when students are taught how to perform history and physicals in the most modern laboratory facilities at Samuel Merritt College. This is followed by a one month rotation in the emergency room where the students will be performing history and physicals on live patients under direct supervision of the emergency room staff. In the third year students spend one month on a medicine team at the San Francisco General Hospital. Podiatric medical students are assigned patients by their chief resident and learn how to manage patients with various medical illnesses. Upon completion of the general medicine curriculum, the students will be proficient in performing history and physicals, have a thorough understanding of the various medical problems and how to manage them.

DPM 750 • Podiatric Medicine I

(1 unit)

This introductory podiatric medicine course focuses on the common clinical foot conditions that are treated by practicing podiatric physicians. The course will cover the etiology, diagnosis, and treatment of the common clinical pathology treated by podiatrists.

DPM 753 • Podiatric Medicine II

(2 units)

This course, which focuses on Diabetic Wound Care and Peripheral Vascular Disease, will review and analyze the current advancements in medical technology as it relates to the fields of podiatry and medicine.

DPM 752 • Introduction to Clinical Medicine

(2 units)

Introduction to Clinical Medicine is taught in the 2nd semester of the first year. The course provides a solid foundation for the clinical rotations to follow during the 2nd year. Each session consists of a didactic presentation followed by a hands-on workshop. Topics include developing patient interview skills by obtaining a past medical history and review of systems, writing chart notes, performing the physical exam and developing a comfort level using podiatric instruments.

DPM 751/DPM 754 · Radiology I & II (2 unit)

The radiology courses are delivered using a clinically relevant, stepwise approach starting in the first semester of the second year. The fall semester course focuses on radiation safety, radiography and an introduction to advanced imaging that includes CT and MRI. In the spring semester, the focus is on both normal and abnormal radiology of the foot and ankle. Complementing the radiology courses are two 2-month small group radiology workshops held during the second and third years. In these small group workshops emphasis is placed on reading and interpreting hundreds of radiographs from pathology files under the direct supervision of an attending podiatrist.

Upon completion of the radiology program, the podiatric medical student will be well prepared to obtain and interpret radiographs during clinical rotations, residency and beyond.

DPM 740 · Neurology (2 units)

This is a lecture-demonstration course, which introduces the student to clinical neurology. It applies the principles of neurosciences to patients with neurological dysfunction, integrating anatomy, physiology, history taking, physical diagnosis, and therapeutics. The course provides a firm foundation in the diagnosis and therapy of common neurological disorders. This course is a valuable adjunct to the clinical correlation obtained during the two-month, third year student rotations in the neurology clinic.

DPM 736/DPM 739 · Dermatology I & II (3 units)

This is a two-semester course, which provides an integrated approach to dermatologic diagnosis and therapy. Particular emphasis is given to relevant history-taking pertinent to the patient with a dermatological problem, techniques of physical examination, and relevant diagnostic laboratory procedures. The courses are designed to teach an effective biomedical and clinical approach to patients with dermatological diseases throughout the body including the lower extremities.

DPM 737 · Pediatrics (2 units)

This is a one-semester course taught in the third year, which introduces the student to clinical pediatrics. The course discusses issues of the history and physical relevant to the pediatric patient and includes lectures on child development, pediatric orthopedics, pediatric infections and pediatric oncology.

DPM 758 · Public Health and Jurisprudence (2 units)

The third year course in Public Health and Jurisprudence is a popular course that is divided into two distinct sections. The first half of the course is dedicated to public health and exposes students to epidemiology and medical statistics. Research design and interpretation are emphasized. The attorney for the California Podiatric Medical Association delivers the second half

of the course, which exposes students to the legal aspects of the podiatric medical profession.

DPM 770 · Biomechanics I (2 units)

A second year series of lectures and demonstrations designed to provide a basic understanding of the terminology and concepts of mechanical function of the lower extremity as well as normal development and dysfunction of the musculoskeletal system. An educational model of the foot will be defined creating a standard, which does not exist in nature, but can be used as a reference to quantify function and structure.

DPM 771 · Biomechanics II (2 units)

A series of lectures designed to aid the beginning Podiatry student in the application of the concepts taught in Biomechanics I. Specific foot types, as well as some of the more common pathologies will be addressed. Topics include the pediatric foot, normal growth and pathology. The biomechanical evaluation, gait analysis and orthotic principles, construction and design will be included to correlate with the skills workshop. Emphasis is placed, in this course, on identifying foot abnormalities, pathologies and dysfunction.

DPM 772 · Biomechanics III (2 units)

A series of lectures designed to aid the third-year student in applying the concepts and principles of lower extremity biomechanics to treatment modalities. Specific foot types and pathologies that were identified in Biomechanics I and II will be reviewed with emphasis on treatment. Concepts related to the mechanism of pathology will be presented specifically relating to the podiatric patient, gait disturbances, orthotic prescription writing and shoe therapy.

DPM 774 · Sports Medicine (1 unit)

Designed to capture the excitement and challenges present in treating sports related injuries, this course utilizes a systematic approach to define sports related injuries originating from the back, hip and thigh, knee joint, leg, ankle and foot. Emphasis is placed on clinical recognition, detection, and conservative treatment so that the athlete can safely return to their sport as soon as possible.

DPM 720 · Research Methods (3 units)

This course, which is offered in the fall semester of the second year, is designed to prepare students to be competent consumers of research and knowledgeable participants in clinical research. This course introduces students to the principles of the scientific method and prepares them to analyze research studies critically. Focus will be on the role of research, methodologies, sampling, levels of measurement, probability, hypothesis testing, reliability and validity, and standard error. Students will develop hypotheses and research questions, and critique articles in the literature.

DPM 790 • Podiatric Surgery I (2 units)

Podiatric Surgery I is an introductory course offered in the first semester of the second year, which provides lectures on surgical principles, fixation techniques, evaluation and surgical management of infections, nail pathology and soft tissue lesions, laboratories, suturing and other skills. Upon completion of the course the student will be able to apply surgical principles in the diagnosis and treatment of infections, nail and soft tissue pathology as well as being familiar with the various types of fixation techniques.

DPM 791 • Podiatric Surgery II (3 units)

This course introduces second year podiatric medical students to the pathomechanics and surgical treatment plans for digital, lesser metatarsal, and 1st ray pathology. Students also receive workshops on fabrication and utilization of preoperative templates. At the conclusion of this course, the student will have a basic understanding of how to evaluate and manage various common forefoot pathologies.

DPM 792 • Podiatric Surgery III (2 units)

This is the advanced podiatric surgery course that instructs the student in reconstructive surgical techniques and procedures used in elective surgery of the rearfoot and ankle. The course describes the pathological conditions that affect the rearfoot and the ankle and the surgical approaches used to treat and/or correct these conditions. This includes instruction on the systemic conditions involved in the development of and the pathological manifestations in the foot and ankle. It also builds on the knowledge obtained from the principles of surgery presented in the preceding two courses.

DPM 793 • Podiatric Trauma (2 units)

This surgery course instructs the student in the medical and surgical management of the patient who has suffered lower extremity trauma. The student is first instructed on the basic principles of trauma management and this is followed by instruction on applying these principles to specific injuries of the foot and ankle. Although the instruction describes both direct and indirect trauma, the emphasis is on indirect trauma injuries. The majority of trauma situations of the lower extremity are the result of indirect mechanisms, and it is the understanding of these mechanisms that are tantamount to the successful treatment of these injuries.

The surgery courses are team taught by practicing podiatric surgeons on the faculty of CSPM. The course presentations are in Powerpoint and Blackboard format along with intraoperative photographic slides that illustrate the actual surgeries and compare the preoperative and postoperative clinical and radiographic appearance of the foot and ankle. Upon completion of the four podiatric surgery courses, the student will have the necessary didactic knowledge to begin their residency training.

Clinical Rotations Descriptions

Highland Hospital/Podiatry (1/5 units)

This rotation, which is a one-month rotation for second year students and a two-month rotation for third-year students, allows the students to evaluate and treat patients in the podiatric medicine clinic at Highland General Hospital. It is also a one-month podiatric surgical rotation for fourth year students assigned to the CSPM/SF Core. This is a full-service podiatric medicine clinic, which includes podiatric medicine, geriatrics, surgery, and sports medicine. Third year students also participate in a radiology rotation as part of the Highland Hospital rotation.

Laguna Honda Hospital/Radiology Rotation (1 unit)

This one-month rotation for second year students meets for 12 hours each week. At Laguna Honda Hospital, one of the nation's largest municipally operated nursing facilities, students gain familiarity with the diseases and conditions commonly seen in a geriatric population. Students spend 8 hours each week diagnosing and treating foot problems while learning to improve their palliative foot care skills.

In the radiology portion of this rotation students spend 4 hours each week interpreting radiographs, MRI's and other diagnostic images of the foot and ankle in a small group setting under the direct supervision of an attending podiatrist. Upon completion of this rotation students will be prepared to begin their third-year radiology rotation.

Homeless Clinics (1 unit)

Second year students participate in this one-month Homeless Clinic rotation, which provides podiatric medical care at several clinics/hospices to homeless/indigent residents of San Francisco. This rotation, which is done in collaboration with the City and County of San Francisco, gives students an opportunity to work up patients and render valuable medical services to individuals who do not have access to alternative foot care. The Homeless Clinics operate two evenings per week. First year students also have an opportunity to visit these clinics to observe as well as participate in rendering care.

2nd Year Podiatry Rotation (1 unit)

This one-month rotation occurs in the Parnassus Heights Podiatry Practice and St. Mary's Hospital Podiatry Clinic during the second year of the curriculum. The second year student works in conjunction with third year students, residents and clinicians evaluating and managing patients with podiatric complaints in a private practice setting. The student will gain experience in surgical nail debridement, minor surgical nail procedures, and palliative care. Furthermore, the second year student will gain experience in taking, developing, and evaluating radiographs.

DPM 781 • Second Year Simulation Center Rotation (1 unit)

The second year Simulation Center Rotation, taught within the Health Sciences Simulation Center (HSSC) facility, is a 4 week course that uses a variety of simulation-based learning techniques in a small group setting. Topics covered include patient evaluation, medical emergencies, operating room protocol, and interdisciplinary collaboration. By the end of this rotation students should have increased confidence working in an operating room environment, increased confidence interacting with patients and other health care professionals and should have more confidence when starting their third-year clinical rotations.

2nd Year Medicine Rotation (1 unit)

This rotation is designed to prepare podiatric medical students for general medicine and emergency medicine clinics. Students are taught how to perform a complete history and physical. This rotation takes place in a state of the art physical diagnosis laboratory. After completion of this rotation, students are able to perform a full history and physical exam and develop a differential diagnosis.

DPM 773 • Biomechanics Clinical Skills Workshop (1 unit)

A series of seven 8-hour workshops and demonstrations designed to develop necessary skills that will allow the student to apply the concepts of lower extremity biomechanics to orthotic therapy. The students will perform arthrometric examinations, under faculty supervision, as well as participate in gait evaluations. The students will be required to develop the skills necessary to take an accurate non-weight bearing and semi-weight bearing negative cast. Included in this course are two sessions at a professional orthotic laboratory where the student will participate in the various stages of production of their own functional orthotic. Included are workshops on orthotic prescription writing, orthotic evaluation and orthotic troubleshooting.

DPM 794 • Third Year Biomechanics Rotation (3 units)

This one-month, third year clinical rotation focuses on treating patients with lower extremity pathology that is mechanical in origin. The overall goal is to improve student proficiency in gait analysis, musculoskeletal evaluation of the foot and ankle and treatment using orthotic devices. Upon completion of this rotation, students will be better prepared for their 4th year clerkships.

Diabetic and Wound Care Rotation (5 units)

Presented as a two-month rotation in the third year, students will see patients in a number of diabetic and wound care clinical settings. Students learn and use the most appropriate and up-to-date evaluation and treatment modalities for a patient population at high risk for amputation. There is an emphasis on student initiative in increasing their knowledge base by outside readings, journal club, and student representation.

3rd Year Medicine Rotation (3 units)

This one-month medicine rotation at St. Mary's Medical Center in San Francisco gives third year students the opportunity to function as a member of a general medicine ward team in an acute care setting. General medicine clinicians assigned to the ward team do most of the teaching. In addition, specific faculty members from CSPM hold weekly teaching sessions with the podiatric medical students.

Private Office Practice Clerkship (3 units)

During this one-month assignment students experience the full scope of a private office, i.e. palliation, biomechanics, office surgery and hospital surgery. Students also gain an understanding of patient flow in a private office and the importance of good relationships between a private practitioner and patients. The private office clerkship helps students appreciate the complexities of the business operations of a private practice.

Surgery/Operating Room/Biomechanics Rotation (10 units)

This is a four month 3rd year student rotation held at St. Mary's Medical Center in San Francisco. During the 4 months students will function in the operating room scrubbing on podiatric, vascular and general surgery cases as well as working with residents and faculty in the management of patients on an outpatient and inpatient basis. When not in the operating room, the students will function in a private office setting learning how to properly evaluate patients preoperatively and postoperatively as well as providing regular podiatric care. Each week the students will function with faculty from the Applied Biomechanics Department. The students on this rotation are under the direct supervision of surgery department faculty.

Admission Policies

GENERAL INFORMATION

Samuel Merritt College welcomes applications from those who are likely to benefit from its rigorous academic programs and who seek an environment which is conducive to intellectual, professional, and personal development. In particular, the College seeks students of diverse backgrounds who have the potential to become competent, compassionate, and contributing health care professionals. Admission decisions are made on the basis of an assessment of the student's previous academic record and personal achievements, national test scores (if applicable), letters of recommendation, personal essays, interviews, and the likelihood of success in the academic program.

Special Status

It is possible for students not seeking a degree from Samuel Merritt College to take a class as a Special Status Student. A brief application is available online and should be submitted to the Office of Admission along with a non-refundable application fee. In most cases, the applicant must seek faculty approval to take the class. Enrollment is subject to class availability and this information generally is not available until just before the start of the term. If the course involves a clinical assignment, there may be some special requirements such as a criminal background check.

PREFERRED APPLICATION DATES

Program	Preferred Application Date*
BSN (Transfer)	September 1 for spring; March 1 for fall
Accelerated Bachelor of Science in Nursing (ABSBN)	November 1 for an April start (San Francisco) November 1 for a May start (Oakland) November 1 for a June start (San Mateo) March 1 for a November start (San Francisco) July 1 for a January start (Sacramento) July 1 for a January start (San Mateo)
Entry-Level Master of Science in Nursing (ELMSN)	January 15 for a fall start in Oakland July 1 for a spring start in Sacramento
MSN–CRNA	December 1 for a fall start
MSN–FNP	January 15 for a summer start
MSN–Case Management	January 15 for fall October 1 for spring March 1 for summer
MSN Online	Applications are accepted for each term on an ongoing basis.
Master of Occupational Therapy	The application filing period extends from November 1 through July 31 for the next fall entering class. Applications received prior to February 1 will receive early consideration and review.
Master Physician Assistant	October 1
Doctor of Physical Therapy	October 15
Doctor of Podiatric Medicine	The application filing period extends from September 15 through June 30 for the next fall entering class. Applications received before April 1 will receive priority consideration.
Hand and Upper Quadrant Therapy Program	Program is offered on a periodic basis.

* For all programs except MPA, it is possible that applications will be accepted after the preferred application date on a space available basis. Please check with the Office of Admission.

Computer Requirements & Computer Literacy

Samuel Merritt College faculty and staff routinely distribute important and official documents via computer. Most courses use the web-based Blackboard program for enhancing or delivering course content. Thus, all students, upon admission, must have access to a personal computer that meets the college standard for software and electronic communication, and have basic computer skills before enrollment. The list of college standards for hardware and software is available on the website.

Criminal Background Check

A clear criminal background check is now required of all entering students. Information on the background checks is sent to accepted students in the admission acceptance packet. The cost of the background check is a student responsibility and will be added to the first semester billing statement.

International Students

This school is authorized under Federal law to enroll nonimmigrant students.

Foreign Transcripts

All foreign transcripts must be evaluated by an acceptable U.S. evaluation service prior to submitting an application for admission. An original, official copy of the evaluation must be submitted with the application for admission. Foreign transcripts must be evaluated for U.S. equivalencies in the following areas: academic degree received, academic courses taken, number of semester units, letter grades received, cumulative and science grade point averages.

Financial Assistance—International Students

There is no financial aid available for international students and a certification of finances verifying the ability to provide for the costs associated with the chosen course of study must be provided by all accepted applicants.

Advising—International Students

Samuel Merritt College does not maintain an international Student Advisor/Office, and while we are willing to work together with international students with questions related to studying in the United States, there are limitations to both our knowledge and our ability to be of assistance.

Required Standardized Tests

Nurse Entrance Test (NET)

The Nurse Entrance Test (NET) is required of all applicants to the BSN, ABSN and ELMSN programs. The NET is used in the admission decision process and must be taken before the deadline of the program for which you are applying and the results must be available at the time of application review. Samuel Merritt

College requires a NET score for reading, math and composite at or above the national average as determined by Educational Resources, Inc. (ERI). The NET may be repeated once for a higher score.

Graduate Record Examination (GRE)

The Graduate Record Examination (GRE) is required of applicants to the Doctor of Physical Therapy (DPT) and Master of Science in Nursing-CRNA programs. For both programs, the GRE is used in the admission decision process and must be taken before the application deadline and the results must be available at the time of application review.

Medical College Admission Test (MCAT)

The Medical College Admission Test (MCAT) is required of applicants to the Doctor of Podiatric Medicine program. The MCAT is used in the admission decision process and it is highly desirable to have results that meet or exceed the required minimum by the application deadline. Any offer of admission made without MCAT results is considered contingent upon meeting the minimum requirements.

At this time, no standardized tests are required of applicants to the Master Physician Assistant or Master of Occupational Therapy programs.

Test of English as a Foreign Language (TOEFL) Requirement

It is the responsibility of the College to make sure that all students, regardless of academic background and country of citizenship, have a thorough command of the English language prior to entering our programs. On the application for admission, all applicants are asked to respond to three statements:

1. Please state the one language you use most often for spoken (verbal) communication.
2. Please state the one language you use most often for written communication.
3. Please state the one language you are most comfortable reading.

These three statements are designed to provide information on which one language the applicant uses most often for spoken communication, written communication, and for the reading of printed materials. If an applicant responds to any one of these statements with a language other than English, the Test of English as a Foreign Language (TOEFL) will be required. A minimum TOEFL score of 79 (internet based test) is required for those applying to the BSN program; a minimum TOEFL score of 100 (internet based test) is required for those applying to all other programs. Applicants to the DPM program must complete the Test of Spoken English (TSE) in addition to the TOEFL. This is an admission requirement.



FOR MORE INFORMATION

Please visit our website for additional information on our academic programs, financial aid opportunities and on our fall and spring Preview Days. Applications may be printed directly from the website.

Our website is www.samuelmerritt.edu.

Office of Admission
Samuel Merritt College
370 Hawthorne Avenue
Oakland, California 94609

510.869.6576 or 800.607.6377
916.646.2784 — Sacramento Regional Learning Center

BACHELOR OF SCIENCE IN NURSING

Freshman Entry: Partnership Programs

Students interested in entering the program as a freshman may apply directly to one of our partnership programs for pre-nursing at Holy Names University, Mills College (women only) or Saint Mary's College of California.

Following completion of two years of pre-nursing courses, students who meet all conditions of the partnership program are guaranteed admission to Samuel Merritt College for the completion of the Bachelor of Science in Nursing degree.

Direct Admission Option – Transfer Students

Samuel Merritt College will continue to admit transfer students on a limited basis in fall and spring. The admission is as a first semester junior and it will take 4 semesters to complete the program.

Admission and Prerequisite Information

To be considered for admission, prospective students must meet the following criteria:

1. A minimum of 66 semester units of transferable work, including all prerequisites by the time of entry into the program
2. Successful applicants will generally have a minimum cumulative GPA of 3.00 or higher and a prerequisite science GPA of 2.50 or higher. The exact GPAs required for admission will vary term by term depending on the quantity and quality of the applicant pool.
3. At least one term with a minimum of 9 semester or 14 quarter units of academic courses completed in the past 2 years with a GPA for the term of 2.50 or better.
4. Minimum score of 55 on the Nurse Entrance Test by the time of application. Section score minimums may also be established.
5. The need for TOEFL will be assessed based on information provided by applicants on the application for admission. If required, a score of 79 (Internet Based Test) must be achieved and official score results provided.
6. Letter of reference
7. If you have attended a nursing program at another college or university, a statement explaining your reasons for seeking a transfer will be required. Additionally, a letter from the Dean or Director of your nursing program indicating that you are in good standing and eligible for continued enrollment in the nursing program will be required.
8. All prerequisites must be in progress or planned at the time of application and must be completed before the program starts. It is not possible to complete any prerequisites concurrently with the BSN program. The following prerequisites must be completed with a 'C-' or better:
 - Human Anatomy with Lab
 - Human Physiology with Lab
 - Microbiology with Lab
 - Chemistry with Lab (minimum of 4 semester units; biochemistry content preferred but not required)
 - English Composition (equivalent to English 1A)
 - English Literature/Critical Thinking (equivalent to English 1B or English 1C)
 - Interpersonal Communication (a public speaking course is not acceptable)
 - General Sociology or Cultural Anthropology
 - General Psychology
 - Statistics
 - Life Span Developmental Psychology (content to include birth through death)
 - Nutrition
 - Fine Arts (Theory) Class (example: Art History or History of Music; not painting or piano)
 - Introduction to Philosophy, Ethics or Bioethics (one class only)
 - 1 Humanities elective (example: Humanities course, religious studies, foreign language, theory courses in art, music or theatre, or an additional philosophy course)
 - American History (any time period)
 - Modern World History (1865 to Present)
 - Course in Diversity (culture, gender, race, ethnic; no specific department required)
9. The Nurse Entrance Test (NET) is required of all applicants to the BSN program. The NET is used in the admission decision process and must be taken before the deadline and the results must be available at the time of application review. Samuel Merritt College requires a NET score for reading, math and composite at or above the national average as determined by Educational Resources, Inc. (ERI). The NET may be repeated once for a higher score.

LVN Entry

Entry for Licensed Vocational Nurses (LVNs) is available in fall and spring each year. LVNs have two entry options: the baccalaureate nursing program or the 30-unit option.

LVNs applying for admission to the Bachelor of Science in Nursing Program must meet regular admission requirements.

Licensed Vocational Nurses may also apply for the 30-unit option plan. The 30-unit option is designed to enable the LVN student to meet requirements to sit for the Registered Nurse licensure examination in California. Possession of a current valid vocational nurse license from the state of California and completion of human physiology and microbiology are required for admission; LVNs in the 30-unit option do not have to meet the regular admission requirements of the BSN program. The LVN student who completes the 30-unit option does not receive a degree and is not considered a graduate of the College. All applicants for the 30-unit option are admitted on a space-available basis.

The 30-Unit Option for RN Licensure

General Education:

Microbiology with lab (3 units theory, 0.5 unit lab)	3.5 units
Human Physiology with lab (3 units theory, 0.5 unit lab)	3.5 units

Nursing Courses to be Completed: (See BSN for course descriptions)

Nursing 129 Mental Health (2 units theory, 3 units lab)	5 units
Nursing 136 Managing Care of Adults II (2 units theory, 3 units clinical)	5 units
Nursing 140 Reproductive Health (3 units theory, 2 units lab)	5 units*
Nursing 154 Nursing Care of Infants, Children and Youth (2 units theory, 3 units clinical)	5 units
Nursing 160 Nursing Leadership, Management & Health Policy (2 units theory)	2 units*

*By special arrangement with the faculty

Academic Forgiveness

Samuel Merritt College recognizes that past academic performance may not, for a variety of reasons, be reflective of a student's current academic ability. Therefore, applicants to the Bachelor of Science in Nursing program may ask to have their records evaluated under an "academic forgiveness" policy. Such students, whose academic work in high school or college may not meet the College's normal standards of admission and who may offer clear evidence that they are currently in an improved academic position with regard to motivation, effort, or background needed for success in higher education, may seek academic forgiveness. Acceptable evidence includes: recent grades with a cumulative GPA of 3.0 on at least 24 semester units (at least two courses must have been completed each semester) of UC transferable courses, and might also include significant professional or volunteer work experience, and related letters of recommendation.

It is not part of this policy that the student's previous record is altered or eliminated but that, in effect, some conditions normally required for matriculation are waived in favor of equally promising, substitute conditions.

A student may request that up to two semesters or three quarters of consecutive, previous academic work taken at any college be considered for academic forgiveness. Academic work completed within the last two years may not be eligible to be considered for forgiveness under this policy.

When asking for academic forgiveness, an applicant should keep in mind the following:

1. The student requesting academic forgiveness is responsible for the initiation of the process. The student must provide in writing reasons for seeking academic forgiveness and clear evidence of an existing improved academic position.
2. The request for academic forgiveness should be submitted to the Director of Admission at Samuel Merritt College. The Director of Admission, in consultation with the Registrar and the Program Director, will evaluate the competitiveness of the applicant and notify the student in writing of the decision regarding academic forgiveness. No further appeal is possible.
3. All documentation submitted by the student in the process of seeking academic forgiveness becomes the property of Samuel Merritt College and will not be returned.

Advanced Placement—BS Nursing Program

Advanced placement options are designed to facilitate the admission of students to advanced standing. Advanced standing is granted in accordance with College policies and in compliance with state regulations and regional and professional accreditation standards.

Applicants with previous education and/or experience in nursing or other health care fields are eligible for advanced placement.

These mechanisms for advanced-placement credit are available:

- Transfer Credit is available to applicants who have completed work at a regionally accredited institution. Individual assessment determines the comparability of course(s). Repetition of science courses taken more than five years previously may be required.
- Credit by challenge examination is a process designed to evaluate knowledge and skill achieved through previous education and/or work experience which cannot be documented through evaluation for transfer credit.

The challenge examination process for individual courses includes a theory and, when indicated, a clinical/laboratory component. Courses may be challenged only once. A student cannot challenge a course which s/he previously completed unsuccessfully. The minimum passing grade is a "C-."

Audit, transfer, and challenge courses may not be used to satisfy the residence requirement.

The units and grades earned as a result of successful challenge shall be recorded on the official transcript. Unsuccessful challenge results are not recorded. Enrolled students must be in good academic standing in order to be eligible for credit by challenge examination.

Application Procedure

The BSN application is available online at www.samuelmerritt.edu

Courses in progress should also be listed on the application. All transcripts and records which have been submitted in the admission process are the property of Samuel Merritt College.

Previous Attendance at Another School and/or Previous Enrollment in a Nursing Program

A student who has been dismissed or academically disqualified from another institution and who cannot gain readmission to that institution will not be admitted to Samuel Merritt College. If you have attended a nursing program at another college or university, a statement explaining your reasons for seeking a transfer will be required. Additionally, a letter from the Dean or Director of your nursing program indicating that you are in good standing and eligible for continued enrollment in the nursing program will be required. This policy applies for those applying to the BSN, ABSN or ELMSN programs.

Selection Criteria

Selection criteria for consideration of admission to the BSN program include, but are not limited to, overall grade point average, prerequisite coursework completed, NET scores, letter of recommendation, the writing sample provided in the application essay, leadership experience, community service activities, and volunteer or paid experience in a health care environment.

Enrollment Eligibility

Selection for admission is an administrative decision based on a review of the applicant competitiveness when compared to the entire applicant pool, qualifications, and compliance with general admission policies. Final admission is contingent upon:

- Receipt of all required official documents
- Compliance with other requirements as specified in the acceptance letter
- Receipt of a tuition deposit in the amount of \$350
- Successful completion of a pre-entrance physical examination
- Clear criminal background check

When all provisions of acceptance are met, the applicant is eligible for enrollment.

ACCELERATED BACHELOR OF SCIENCE IN NURSING

The ABSN is designed for someone who has his/her bachelor's degree in a non-nursing field. The ABSN will be completed in 12 months of intensive nursing theory courses and clinical education. The ABSN program is offered on the Oakland campus, the Sacramento Regional Learning Center, and at our San Francisco and San Mateo Local Learning Centers.

Admission Requirements

- Ability to complete baccalaureate and all prerequisites within the specified time frame for each campus.
- Minimum cumulative GPA of 3.0 for the last 60 semester units
- Minimum science GPA of 3.0 (science prerequisites only)
- The need for a TOEFL will be assessed based on information provided by applicants on the application for admission. If required, a score of 100 (internet based test) must be achieved and official score results must be provided.
- Letters of reference
- The Nurse Entrance Test (NET) is required of all applicants to the ABSN program. The NET is used in the admission decision process and must be taken before the deadline of the program for which you are applying and the results must be available at the time of application review. Samuel Merritt College requires a NET score for reading, math and composite at or above the national average as determined by Educational Resources, Inc. (ERI). The NET may be repeated once for a higher score.

- If you have attended a nursing program at another college or university, a statement explaining your reasons for seeking a transfer will be required. Additionally, a letter from the Dean or Director of your nursing program indicating that you are in good standing eligible for continued enrollment in the nursing program will be required.

Prerequisite Courses

The following prerequisites (semester units) must be completed with a “C-” or better. The time frame within which prerequisites must be completed varies by campus location.

English Composition/English Literature	6 semester units
Interpersonal Communication	3 semester units
General Sociology or Cultural Anthropology	3 semester units
Social Science Elective	3 semester units
Statistics	3 semester units
Human Anatomy with lab	4 semester units
Human Physiology with lab	4 semester units
Chemistry with lab	4 semester units
Microbiology with lab	4 semester units
Human Development (covering the life span)	3 semester units
Nutrition	2 semester units
Pharmacology	2 semester units
Pathophysiology	2 semester units

Enrollment Eligibility

Selection for admission is an administrative decision based on a comprehensive assessment of likelihood of success in the ABSN program, congruency of the student’s educational background with program goals and resources, and enrollment capacity. While student preference for a particular campus location is considered, it is not guaranteed, and final decision of assignment of campus locations lies with Samuel Merritt College.

Final admission is contingent upon:

- Receipt of all required official documents
- Compliance with other requirements as specified in the acceptance letter
- Receipt of a tuition deposit in the amount of \$350
- Successful completion of a pre-entrance physical examination
- Basic Life Support-Health Care Provider CPR certificate
- Clear criminal background check.

When all provisions of acceptance are met, the applicant is eligible for enrollment.

MASTER OF SCIENCE IN NURSING

The Master of Science in Nursing offers an entry-level program and three post-professional options. The entry-level program is designed for those who have a baccalaureate in a non-nursing field and who are not registered nurses. There are three clinical options that provide the registered nurse who has a baccalaureate (usually in nursing) with advanced skills: nurse anesthesia (CRNA), family nurse practitioner (FNP), and case management.

Sacramento Regional Learning Center

The following programs are offered at the Sacramento Regional Learning Center:

- ELMSN - Case Management
- ELMSN - FNP
- Post Professional MSN - Case Management
- Post Professional MSN - FNP
- ABSN

Admission Requirements—ELMSN

- Completion of a baccalaureate in a non-nursing field by the time of entry. It is highly recommended that both the baccalaureate and prerequisites are completed at a regionally accredited college.
- Completion of all prerequisites by the time of entry.
- Minimum grade point average of 3.0 in the last 60 semester units or 90 quarter units.
- Minimum science grade point average of 3.0 (prerequisites only).
- The Nurse Entrance Test (NET) is required of all applicants to the ELMSN program. The NET is used in the admission decision process and must be taken before the deadline of the program for which you are applying and the results must be available at the time of application review. Samuel Merritt College requires a NET score for reading, math and composite at or above the national average as determined by Educational Resources, Inc. (ERI). The NET may be repeated once for a higher score.
- Basic computer word-processing skills.
- Two letters of reference are required. References should address academic preparedness for graduate study and potential as a nurse. Applicants should seek letters of reference from: current or previous professors, a person in a supervisory position at current or previous places of employment and/or other persons, health care professionals strongly preferred (not relatives), who know you well through volunteer or paid work experiences.
- Minimum TOEFL score of 100 (internet based test) as applicable.

If you have attended a nursing program at another college or university, a statement explaining your reasons for seeking a transfer will be required. Additionally, a letter from the Dean or Director of your nursing program indicating that you are in good standing and eligible for continued enrollment in the nursing program will be required.

Prerequisite Courses – ELMSN

English Composition/English Literature	6 semester units
Interpersonal Communication	3 semester units
General Sociology or Cultural Anthropology	3 semester units
Social Science Elective	3 semester units
Statistics	3 semester units
Human Anatomy with lab	4 semester units
Human Physiology with lab	4 semester units
Chemistry with lab	4 semester units
Microbiology with lab	4 semester units
Human Development (covering the life span)	3 semester units
Nutrition	2 semester units

Enrollment Eligibility

Selection for admission is an administrative decision based on a comprehensive assessment of likelihood of success in the ELMSN program, congruency of the student's educational background with program goals and resources, and enrollment capacity. Final admission is contingent upon:

- Receipt of all required official documents
- Successful completion of an interview
- Compliance with other requirements as specified in the acceptance letter
- Receipt of a tuition deposit in the amount of \$350
- Successful completion of a pre-entrance physical examination
- Basic Life Support-Health Care Provider CPR certificate
- Clear criminal background check

When all provisions of acceptance are met, the applicant is eligible for enrollment.

MS Nursing Post-Professional Admission Requirements

Applicants must meet the following requirements in order to receive consideration for admission to an advanced MSN program:

1. A baccalaureate in nursing from a nationally accredited program. RNs with degrees in other fields will be evaluated individually and additional coursework may be required.
2. Current California licensure as a registered nurse.

3. Official transcripts of all previous academic and professional coursework completed or in progress prior to admission.
4. Evidence of recent experience in clinical practice as a registered nurse.
5. Goal statement that clearly articulates the academic and career goals of the applicant.
6. Two letters of reference attesting to clinical expertise and academic preparedness for graduate study.
7. Satisfactory completion of a personal interview.
8. Minimum TOEFL score of 100 (internet based test) as applicable.
9. Successful completion ("C" or above) of a statistics course.

Not all qualified candidates will be invited to interview and not all interviewed candidates will be accepted. Criteria for interview will be based upon the above criteria, quality and presentation of application materials, quality and professionalism of communication with the Office of Admission and program during the application process and a well communicated understanding of the advanced practice role.

CRNA Applicants

The following requirements are in addition to those listed under MS Nursing Post-Professional Admission Requirements:

- Minimum cumulative grade point average of 3.0; competitive grade point average especially for the last 60 units of academic course work taken.
- Evidence of experience in clinical practice as a registered nurse, with at least one year of recent critical care experience. Three years of critical care is preferred, as is a current timeframe for the critical care experience (within the past five years). Practice areas that are considered critical care are: surgical intensive care (including trauma, post-cardiovascular surgery and neurosurgical specialty units), medical intensive care (coronary care, pulmonary care, and other medical sub-specialty units), pediatric and neonatal intensive care units, and some post anesthesia care units. Those applicants with critical care experience only in the emergency department and post anesthesia care are strongly advised to obtain intensive care nursing experience.
- ACLS and PALS Certification.
- Introductory physics is highly recommended.
- Competitive GRE scores of 1000 or better.
- Chemistry: successful completion of six to eight semester units of college chemistry. One chemistry course should include inorganic chemistry; the additional chemistry course should include content in either organic chemistry or biochemistry.

- Completion of a 1–2 day clinical observation experience with a CRNA or physician anesthesiologist. Applicants are strongly encouraged to complete at least one of these observational experiences with a nurse anesthetist, as this will greatly facilitate the accomplishment of the next requirement listed.
- A written goal statement that clearly articulates academic and career goals as well as an understanding of the CRNA role and profession at large.
- A minimum of three letters of recommendation are required. Two letters must be from individuals who can readily assess current levels of critical care experience.

Admission Policies

1. Not all qualified candidates may be interviewed and not all interviewed candidates will be accepted. Selection of candidates for interview will be based on criteria listed above, quality and presentation of application material, quality and professionalism of communication with the program during the application process and an informed understanding about the role of a CRNA.
2. Faculty reserves the right to interview and accept qualified students at any time after the college priority application deadline of December 1.
3. The applicant may substitute the GRE with successful performance scores on the MCAT.

MSN Online

- Designed for nationally certified advanced practice nurses, registered nurse anesthesiologists, nurse midwives, or clinical nurse specialists who wish to pursue an MSN.
- To complete the MSN, six required core courses are completed with Samuel Merritt College and upon completion of this core, your current certification allows you 18 units of clinical advanced standing.
- MSN Online courses are taught exclusively through internet-based instruction.

Additional information, the application process, and specific admission requirements are available online at:
http://www.samuelmerritt.edu/nursing/msno_nursing.

Enrollment Eligibility for Post-Professional Program Applicants

Selection for admission is an administrative decision based on a comprehensive assessment of likelihood of success in the MSN program, congruency of the student's background and experience with program goals and resources, and enrollment capacity. Final admission is contingent upon:

- Receipt of all required official documents
- Successful completion of an interview

- Compliance with other requirements as specified in the acceptance letter
- Receipt of a tuition deposit in the amount of \$350
- Successful completion of a pre-entrance physical examination
- Clear criminal background check

When all provisions of acceptance are met, the applicant is eligible for enrollment. Final selection for admission is an administrative decision.

MASTER OF OCCUPATIONAL THERAPY

This professional program consists of five consecutive semesters (including summers) plus a six-month internship. Classes are held during daytime hours and full-time study is required. The curriculum emphasizes treating the “whole person” while mastering specific skills and practices. Students will have clinical experiences throughout the program and a cumulative six-month internship experience.

Admission Requirements

Applications are evaluated and candidates are selected for interview based on the following criteria:

- Completion of a baccalaureate by the time of entry
- Completion of all prerequisite courses by the time of entry. Baccalaureate and prerequisites must be completed at a regionally accredited institution.
- Suggested minimum cumulative grade point average of 2.8 for last 60 semester units or 90 quarter units
- Suggested minimum science grade point average of 2.6
- Evidence of 40 to 70 volunteer hours or work experience that shows knowledge of the occupational therapist's role and demonstrates maturity of career choice
- Two letters of reference: one must come from an occupational therapist who supervised you as a paid or volunteer worker in an active clinical setting, the other must be from someone who can judge your academic skills and character
- Minimum TOEFL score of 100 (internet based test) as applicable

Master of Occupational Therapy Prerequisites

These prerequisites (semester units) must be completed prior to entry with a grade of “C” or better:

English Composition/Literature	6 units
General Psychology	3 units
Abnormal Psychology	3 units
Developmental Psychology	3 units
Statistics	3 units
Sociology, Anthropology or Ethnic Studies	6 units
Skills or Crafts	3 units
General Biology	3 units
Human Anatomy*	3 units
Human Physiology*	3 units
Basic or Introductory Physics*	3 units
Public Speaking*	3 units

*Courses are highly recommended but not required.

Enrollment Eligibility

Selection for admission is an administrative decision. Applicants are evaluated based upon the interview score, an assessment of the student’s previous academic record and personal achievements, essays, the letters of reference with the application, and the likelihood of success in the academic program. Final admission is contingent upon:

- Receipt of all required official documents
- Successful completion of a required interview
- Compliance with other requirements as specified in the acceptance letter
- Receipt of a tuition deposit of \$350
- Successful completion of a pre-entrance physical examination
- Clear criminal background check

When all provisions of acceptance are met, the applicant is eligible for enrollment.

HAND AND UPPER QUADRANT THERAPY PROGRAM

Samuel Merritt College is pleased to announce the establishment of a new certificate program in the Hand and Upper Quadrant. This 11-month, post-professional program is offered to physical and occupational therapists. Completion of this program will better prepare the physical or occupational therapist for the Hand Therapy Certification Commission examination.

Please note that completion of the program does not allow a therapist to use the CHT credentials and does not guarantee passing the exam to become a certified hand therapist.

Classes are held one weekend per month at either the Oakland or Sacramento campus.

Applying for Admission

Students applying for the certificate program in the Hand and Upper Quadrant may do so in the spring prior to the following fall, however applications are accepted throughout the summer on a space available basis. Students applying for the Hand and Upper Quadrant Therapy Program must be graduates from an accredited, entry-level physical therapy or occupational therapy program or are eligible for licensure. Applicants wishing to enroll in the optional fellowship must meet national and/or state requirements to practice in the state where the fellowship is completed. Applications are available online at the Samuel Merritt College website.

Note: Enrollment in the Hand and Upper Quadrant Therapy program has been temporarily suspended.

DOCTOR OF PHYSICAL THERAPY

Admission Requirements

Applications are evaluated and candidates are selected for interview based on the following criteria:

- Completion of a baccalaureate and all prerequisites must be completed by the end of the spring term before entry. Baccalaureate and all prerequisites must be completed at a regionally accredited college.
- Required GPA’s are currently being reviewed. Please see the website for more information.
- Minimum GRE verbal score of 450.
- Minimum GRE quantitative score of 500.
- 40 hours of in patient physical therapy experience (paid or volunteer) with verification by a physical therapist.
- Letter(s) of reference; one letter must be submitted by a physical therapist who has supervised you in a physical therapy setting.
- Application essay questions.
- Minimum TOEFL score of 100 (internet based) as applicable

Part-time Program

A very limited number of part-time students may be admitted to the DPT program. Interest in the part-time program should be discussed with the Office of Admission no later than at the time of application. Part-time students must meet all regular admission requirements with applications submitted by December 1. Admission is for the fall term.

Doctor of Physical Therapy Prerequisite Courses

English Composition	3 semester units
General Psychology	3 semester units
Social Science Elective (<i>e.g., sociology, additional psychology, anthropology, or ethnic studies</i>)	3 semester units
Statistics	3 semester units
Chemistry	8 semester units with lab
Physics	8 semester units with lab
General Biology	8 semester units with lab
Exercise Physiology	3 semester units
Human Anatomy	3 semester units
Human Physiology	3 semester units

Enrollment Eligibility

Selection for admission is an administrative decision. Applicants are evaluated based upon the interview score, an assessment of the student's previous academic record and personal achievements, GRE scores, essays, letter(s) of reference in the application, and the likelihood of success in the academic program. Final admission is contingent upon:

- Receipt of all required official documents
- Successful completion of a required interview
- Compliance with other requirements as specified in the acceptance letter
- Receipt of a tuition deposit of \$350
- Successful completion of a pre-entrance physical examination
- Clear criminal background check

When all provisions of acceptance are met, the applicant is eligible for enrollment.

MASTER PHYSICIAN ASSISTANT

The MPA program is offered at the graduate level and leads to an MPA degree, the first entry-level graduate program for the education of PAs in California. The program is 27 months in length, including four semesters of coursework and three semesters of intense clinical rotations for a total of 84 units.

Applying for Admission

The MPA program at Samuel Merritt College participates in the Centralized Application Service for Physician Assistants (CASPA). Applicants apply online at www.caspaonline.org. Applications for the upcoming fall are generally available on the CASPA website beginning May 1st. To allow adequate time for processing, applications should be submitted to CASPA during the summer and spring terms prior to the fall enrollment. Although CASPA will continue to process applications previously received, no additional applications will be accepted after our stated deadline.

Admission Requirements:

In order to be considered for an interview, applicants must meet the following criteria:

- Completion of a baccalaureate from a regionally accredited college or university by the end of the spring term prior to entry.
- Completion of all course prerequisites by the end of the spring term prior to entry. It is preferred that students have only one prerequisite course in progress during the spring.
- Cumulative all-college GPA of 3.0.
- Overall science GPA of 3.0.
- Health care experience: The MPA program defines health care experience as direct, "hands on" patient contact. This can be gained through paid or volunteer experience as an EMT, paramedic, health educator, RN, patient care attendant or nurse's aide, clinic assistant, Peace Corps volunteer or other cross-cultural health care training, technologist, therapist, clinical research coordinator, etc.
- Letters of reference
- Minimum TOEFL score of 100 (internet based test), as applicable
- Technical standards as described in the program specific brochure and/or the website

Master Physician Assistant Prerequisite Courses

- Statistics (3 semester units)
- Minimum of 16 semester units of Biological Sciences, including the following courses: Human Anatomy*, Human Physiology*, Microbiology*, Biology elective
- Chemistry—a minimum of 8 semester units is required. This must include four semester units of inorganic chemistry and four semester units of organic chemistry.

**Strong preference will be given to those who have completed these courses within the past five years. This recency recommendation is less stringent for those currently working in the health care field.*

Enrollment Eligibility

Selection for admission is an administrative decision. Final admission is contingent upon:

- Receipt of all required official documents
- Successful completion of a required interview
- Compliance with other requirements as specified in the acceptance letter
- Receipt of a tuition deposit in the amount of \$350
- Successful completion of a pre-entrance physical examination
- Clear criminal background check

When all provisions of acceptance are met, the applicant is eligible for enrollment.

Foreign Medical Graduates

Foreign medical graduates (FMGs) may apply for admission to the MPA program. Regardless of previous professional training and academic degrees earned, Samuel Merritt's MPA curriculum must be completed in its entirety. The TOEFL is required of all FMGs and of those receiving baccalaureates outside of the United States. All foreign academic transcripts must be evaluated by a U.S. evaluation service that is a member of the National Association of Credential Evaluations Services (NACES) for degree and course content, semester equivalencies, and science and cumulative grade point averages prior to the application deadline. All applicants educated outside the United States must complete one semester (15 units) of graduate or undergraduate work at a U.S. college or university. In addition, all other admission requirements must be met.

DOCTOR OF PODIATRIC MEDICINE

Admission to the College is the result of a competitive selection process. The responsibility of the Admissions and Standards Committee is to select applicants who are best qualified to make a contribution to the public and the profession. The Committee evaluates applicants' suitability for admission by considering academic competence, previous achievements, strong moral characteristics, demonstrated leadership skills, creative abilities, honors and awards, extracurricular activities, experience in health care, likelihood to practice in under-served areas and other non-cognitive factors.

The admission process begins with a preliminary screening of scholastic qualifications, including an applicant's academic credentials, Medical College Admission Test (MCAT) scores and letters of recommendation.

Applicants selected from the preliminary selection process are invited to the College for interviews. Invited applicants must first visit the office of a practicing podiatric physician prior to the interview to learn about the responsibilities of a podiatric medical practitioner and to observe the scope of the practice.

Admission Requirements:

Successful completion of three years of undergraduate pre-professional education at an accredited institution is required for a total of at least 90 semester hours. Nearly all entering students have a baccalaureate or advanced degree.

- Completion of all prerequisites prior to entry.
- Minimum cumulative GPA of 2.75 (all college); most competitive applicants will have a 3.0 or higher.
- Minimum science GPA of 2.75; most competitive applicants will have a 3.0 or higher.
- The need for a TOEFL will be assessed based on information provided by applicants on the application for admission. If required, a minimum score of 100 (internet based test) must be achieved and official score results must be provided. In addition, applicants must take the Test of Spoken English (TSE).
- In addition to other letters of recommendation, one is required from a podiatric physician.
- All applicants must visit the office of a podiatric physician prior to the on-campus interview.
- Please see website for computer literacy information.
- Competitive scores on the Medical College Admission Test (MCAT) is also required of all applicants. The minimum score required on the MCAT is 18; the average score of successful applicants is 24. MCAT must have been taken within the past three years.

Most matriculated students have had a curriculum that includes three or more courses of the following recommended courses: anatomy, biochemistry, histology, microbiology, and physiology, as well as a spectrum of liberal arts subjects. A combination course such as genetics, embryology, virology, and immunology will also be beneficial.

Specific Course Requirements

General Biology*	8 semester units
General Chemistry* (including content in Inorganic)	8 semester units
Organic Chemistry*	4 semester units
Biochemistry* ^o	4 semester units
Physics*	8 semester units
English/Communication Skills	8 semester units
Liberal Arts electives	12 semester units

*All science prerequisites require laboratories.

^oA total of 8 semester units of organic chemistry may be substituted for biochemistry.

It is possible that the prerequisite of Biochemistry may shift from a required course to a recommended course.

Application Procedure

The DPM program at Samuel Merritt College participates in the central application service of the American Association of Colleges of Podiatric Medicine Application Service (AACPMAS). For an application, contact AACPMAS at www.aacpm.org or by phone at 800.922.9266.

The application filing period extends from September 15 through June 30 for the next fall entering class. Applications received before April 1st will receive priority consideration, though applications will be accepted after the deadline date on a space available basis. Admission decisions are made on a rolling basis.

All applicants must submit the following:

1. Standardized Test Scores – The Medical College Admission Test (MCAT) is required of all applicants. Test results are valid only for three years. The Office of Admission must receive your test scores prior to matriculation to the College.

For information regarding the MCAT contact:

MCAT Registration

American College Testing Service
Post Office Pox 4056
Iowa City, IA 52213
319.337.1357

2. Recommendations from a Pre-professional Advisory Committee (or two science faculty members) and one “Proof-of-Visit” letter from a podiatric physician as noted in the Admission Policy Section. Send recommendations to:

Office of Admission (DPM Program)

Samuel Merritt College
370 Hawthorne Avenue
Oakland, CA 94609

Applicants are responsible for submitting appropriate materials including official transcripts from all colleges attended and standardized test score results to the Office of Admission. Applications are considered on a continuing basis, and applicants are notified of admission decisions after all required materials are received and evaluated.

Medical College Admission Test (MCAT)

The Medical College Admission Test (MCAT) is required of applicants to the Doctor of Podiatric Medicine program. The MCAT is used in the admission decision process and it is highly desirable to have results that meet or exceed the required minimum by the application deadline. Any offer of admission made without MCAT results is considered contingent upon meeting the minimum requirements. The minimum score required for admission for fall 2008 is 18; the average score of those entering the program in fall 2006 was 24.

Enrollment Eligibility

Selection for admission is an administrative decision. Applicants are evaluated based upon the interview score, an assessment of the student’s previous academic record and personal achievements, MCAT scores, essays, letter(s) of reference in the application, and the likelihood of success in the academic program. Final admission is contingent upon:

- Receipt of all required official documents
- Successful completion of a required interview
- Compliance with other requirements as specified in the acceptance letter
- Receipt of a tuition deposit of \$1000
- Successful completion of a pre-entrance physical examination
- Clear criminal background check

When all provisions of acceptance are met, the applicant is eligible for enrollment.

Evaluation of Foreign Academic Credentials

All international applicants are required to have their academic credentials evaluated for U.S. equivalency and forwarded to the Admission Office. One such organization is World Education Services (www.wes.org).

Financial Information

Tuition and Fees 2008–2009

NON-REFUNDABLE FEES & DEPOSITS (Initial Fees & Deposits)

Application fees:

All programs \$50

Tuition deposit:

Undergraduate & Graduate \$350
(With Exception of Doctor —Podiatric Medicine)

Doctor – Podiatric Medicine \$1,000

Housing Deposit: All Programs \$100

Note: Application fees and deposits are non-refundable, whether or not the student withdraws in the first week of the term.

TUITION

UNDERGRADUATE PROGRAMS:

Bachelor of Science in Nursing (BSN)—Two Programs:

Accelerated Bachelor of Science in Nursing (ABSBN)* \$50,252/annual

2+2 Option in Cooperation with Partnering Institutions

Full time (10+ units per term) \$16,261/semester

Part time (1 – 9.5 units per term) \$1,370/unit

GRADUATE PROGRAMS:

Master of Science in Nursing (MSN)

Online \$656/unit

Nurse Anesthesia \$921/unit

Case Management \$921/unit

Family Nurse Practitioner \$921/unit

Entry Level Master of Science in Nursing (ELMSN)

Entry Level Case Management \$921/unit

Entry Level Family Nurse Practitioner \$921/unit

Master of Occupational Therapy (MOT)

Full time (sequential track)* \$32,893/annual

Part time (non-sequential) \$921/unit

Course repetition \$921/unit

Master Physician Assistant (MPA)

Full time (sequential track)* \$33,676/annual

Part time (non sequential) \$921/unit

Course repetition \$921/unit

DOCTORAL PROGRAMS:

Doctor —Physical Therapy (DPT)

Full time (sequential track)* \$33,676/annual

Part time (non sequential) \$921/unit

Course repetition \$921/unit

Doctor – Podiatric Medicine (DPM)

Full time (sequential track)* \$28,223/annual

Our fees are subject to change without notice.

***see additional tuition information on page 83**

Prerequisite Basic Science Courses

Human Anatomy (BSCI 015) \$457/unit

Human Anatomy Lab (BSCI 016) \$457/unit

Pathophysiology (Nursing 119) \$457/unit

Pharmacology (Nursing 118) \$457/unit

Human Physiology (BSCI 025) \$457/unit

Human Physiology Lab (BSCI 026) \$457/unit

FEES

Laboratory Fees

Advanced Health Assessment (MSN) (Nursing 671) \$240/course

Anatomical and Physiological I (MOT) (OT 610) \$235/course

Anatomical and Physiological II (MOT) (OT 614) \$235/course

Gross Anatomy I (DPT) (PT 723) \$240/course

Gross Anatomy II (DPT) (PT 725) \$240/course

Doctor – Podiatric Medicine (DPM)
(1st & 2nd year students) \$160/annual

Human Gross Anatomy (MPA) (PA 601) \$240/course

Clinical Skills (MPA) (PA 629) \$240/course

Nurse Anesthesia program (CRNA)(1st semester) \$240/course

Managing Care of Adults I (BSN/ABSBN)
(Nursing 120) \$420/course

Managing Care of Adults II (BSN/ABSBN)
(Nursing 136) \$420/course

Nursing Skills I (ELMSN) (Nursing 542) \$400/course

Nursing Skills II (ELMSN) (Nursing 543) \$400/course

Other Miscellaneous Fees

ERI Fee (BSN, ELMSN) \$80/semester

Instrument Fee (DPM) (1st year students) \$1,850/annual

CPMSA Fee (DPM only) \$180/annual

NBPME Testing Fee (DPM only)
(2nd and 4th year students) \$900/annual

Student Body Association Fee

All Students \$50/annual

Graduation Fee

(billed in final semester)

Undergraduate \$130/final semester

Graduate \$160/final semester

Doctor–Physical Therapy	\$300/final semester
Doctor–Podiatric Medicine	\$300/final semester

Late Registration Fee

All students	\$50/per week
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Health Insurance Fee

Medical, Dental and Vision	\$2,572.08/annual
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Student only

Contact Student Accounts for total cost of adding dependents

Challenge Fee/Audit Fee

Theory	\$100/course
Clinical	\$150/unit

Matriculation/Internship Fee

Doctor of Physical Therapy (DPT)	\$1,500/8th semester
Master of Occupational Therapy (MOT 642) (2 units)	\$921/unit

Transcript Fee

5–10 day request	\$5/transcript
24 hour request	\$15/transcript

Synthesis Continuation Fee

\$100/semester

Return Check

\$15/check

Our fees are subject to change without notice.

RESIDENCE HALL CHARGES, ROOM ONLY

Fall 2008

Podiatry

(August 18, 2008–December 19, 2008, 4 months)

Single Occupancy	\$3,172/semester
Double Occupancy	\$2,116/semester

Graduate and 2+2 BSN

(September 02, 2008–December 18, 2008, 4 months)

Single Occupancy	\$3,172/semester
Double Occupancy	\$2,116/semester

Accelerated BSN – Oakland Cohort

(September 23, 2008–February 10, 2009, 4 months)

Single Occupancy	\$3,172/semester
Double Occupancy	\$2,116/semester

Accelerated BSN – San Francisco Cohort

(Cohort 1–August 18, 2008–December 15, 2008, 4 months)

(Cohort 2–November 3, 2008–March 22, 2009, 4 months)

Single Occupancy	\$3,172/semester
Double Occupancy	\$2,116/semester

Accelerated BSN – San Mateo Cohort

(October 6, 2008–February 16, 2009, 4 months)

Single Occupancy	\$3,172/semester
Double Occupancy	\$2,116/semester

Spring 2009

Podiatry

(January 5, 2009–May 21, 2009, 5 months)

Single Occupancy	\$3,965/semester
Double Occupancy	\$2,645/semester

Graduate and 2+2 BSN

(January 5, 2009–April 24, 2009, 4 months)

Single Occupancy	\$3,172/semester
Double Occupancy	\$2,116/semester

Accelerated BSN – Oakland Cohort

(February 11, 2009–May 26, 2009, 4 months)

Single Occupancy	\$3,172/semester
Double Occupancy	\$2,116/semester

Accelerated BSN – San Francisco Cohort

(Cohort 1–January 7, 2009–April 22, 2009, 4 months)

(Cohort 2–March 23, 2009–July 12, 2009, 4 months)

Single Occupancy	\$3,172/semester
Double Occupancy	\$2,116/semester

Accelerated BSN – San Mateo Cohort

(Cohort 1–February 17, 2009–June 10, 2009, 4 months)

(Cohort 2–January 5, 2009–April 24, 2009, 4 months)

Single Occupancy	\$3,172/semester
Double Occupancy	\$2,116/semester

PAYMENT OF TUITION AND FEES

Payment Options

Payments can be made by cash, check, credit card (Visa & MasterCard only), by payment plan and/or <http://iqweb.samuelmerritt.edu>. Payment plan information is available by contacting the Campus Service Center at 510.869.1550. Please note that all checks should be made payable to *Samuel Merritt College*. Mail or deliver checks to Samuel Merritt College, Attn: Cashier's Office, 450-30th Street, Suite 2830, Oakland, CA 94609.

Due Dates

Tuition is billed at least 30 days in advance of each semester and is due and payable before the first day of class of each semester. Tuition and fees payments must be received on the due date at the close of the business day to be considered paid on time. Students who have been approved for financial aid should consult the Campus Service Center at 510.869.1550.

Credits on Student Accounts

With the exception of tuition deposits, credit balances will be disbursed to the student as soon as possible, but no later than 14 days after the first day of class or 14 days from the date the credit balance occurs.

Nonpayment of Tuition And Fees

In order to receive clearance from the Financial Services Office, the student must either have paid all amounts owed or present proof that the outstanding amounts will be covered by financial aid. Clearance from the Financial Services Office is required in order to register for each semester. Students who do not receive clearance from the Financial Services Office are not considered registered for classes. In addition to withholding transcripts from students who have outstanding financial obligations to the College, attorney's fees and other collection costs incurred by the College will be the responsibility of the student.

*ADDITIONAL TUITION INFORMATION FOR THE FOLLOWING PROGRAMS

Master Physician Assistant (**MPA**), Occupational Therapy (**MOT**), Doctor Podiatric Medicine (**DPM**), Doctor Physical Therapy (**DPT**), and Accelerated Bachelor of Science Nursing Program (**ABSN**)

MPA and MOT Programs—Tuition for these programs are billed at the program rate, and amortized over six semesters in equal installments.

DPM Program—Tuition for this program is billed at the program rate: And for Year 1 is amortized over two semesters: And for Years 2, 3, & 4 is amortized over three semesters.

DPT Program—Tuition for this program will be billed for seven semesters and internship fee for the eighth/ninth semesters.

ABSN Program All Campuses—Tuition for this program is billed at the program rate, and amortized over three semesters in equal installments.

Students who take a leave of absence, withdraw or are dismissed from these programs for any reason, will owe for current semester units and units completed in prior semesters at the current per unit rate. These programs are sequential in nature; therefore, re-admitted students will be charged and billed at the current per-unit rate for the remainder of their matriculation.

Students who qualify and are classified as part-time will be billed at the current per-unit rate for each semester.

Students who leave the program, for any reason, will be charged the current tuition rate upon return.

Course Repetition

In the event that a student repeats a course for any reason the student will be charged the tuition and fees in effect at the time the course is repeated.

Refund Policy

The student must complete a withdrawal form to request a refund. Withdrawal forms are available from the Registrar's office. The Registrar will inform Financial Services and Financial Aid once the withdrawal is approved. Refunds are based upon the schedules in the following section. Fees are generally non-refundable. The College must follow current federal regulations in effect for students who receive Title IV (federal) financial aid. Residence hall charges are refunded on a pro-rated basis.

Students may petition for an exception to the refund policy. Students who wish to file a petition must have a completed and signed withdrawal form on file in the Registrar's office before the petition will be considered. Petition forms are available on the Samuel Merritt College website (www.samuelmerritt.edu) and in the Campus Service Center.

Refunds Following Grievance

If the dismissal is upheld, the effective date will be the end of the previous term. Any financial aid refunds will be returned by the College until the decision has been made. At that point, all eligible financial aid will be returned to the appropriate financial aid agency.

If the dismissal is overturned, any financial aid refunds will be processed.

Refund of Federal Aid (Title IV Funds)

The financial aid a student may keep is determined by the percentage of the term completed in days. For example, if a student withdraws from all classes on the 20th day of attendance of an academic term with one hundred (100) days, twenty

percent (20%) of financial aid is considered earned and eighty percent (80%) is refunded to the appropriate student financial aid agency. This applies until sixty percent (60%) of the term is earned. When more than sixty percent (60%) of a term is earned, no federal funds must be refunded.

Samuel Merritt College Tuition Refund

Fall, Spring, Summer Semesters

- 1st week 85% tuition refunded
- 2nd week 80% tuition refunded
- 3rd week 75% tuition refunded
- 4th week 75% tuition refunded
- 5th–end 0% tuition refunded

Note: The above schedule is based on the date the official notice of withdrawal is received by the Registrar.

Note: It is possible for a student to be responsible for one hundred percent (100%) of tuition charges but have “earned” only a portion of financial aid. For example, if a student withdraws after the 18th day of attendance in a term with 72 days and the withdrawal day is also the 5th week of class, no tuition refund is due the student; however, the student who earned only 25% of financial aid is responsible for a balance equal to 75% of tuition. Students should consult with the Financial Aid Office.

FINANCIAL ASSISTANCE

Financial Aid

Samuel Merritt College maintains an Office of Financial Aid to assist those students who require financial aid to pursue their higher education. Every effort is made to see that no student is denied access to the College because of inability to meet educational expenses. Financial aid is awarded in the form of scholarships, grants, loans, and employment (work study). All financial aid recipients are expected to maintain satisfactory academic progress. Undergraduate students must be enrolled in 10 semester units per term (12 units for the PELL and Cal Grant programs) to be considered for full financial aid. Undergraduate students enrolled in at least six semester units per term are eligible for consideration for partial financial aid. Graduate students must be enrolled in six (6) semester units per term to be considered for full financial aid. Graduate students enrolled in at least three semester units per term are eligible for consideration for partial financial aid. Should a financial aid recipient drop below the minimum academic load, the unearned portion of the financial aid award must be refunded.

Counseling and information are available by appointment. Literature and application forms are available in the Campus Service Center and will be mailed upon request. In addition, financial aid staff offer counseling at open houses held at the College.

A number of grants, loans and scholarships are available for students. For specific information or to how to apply, please contact the Financial Aid Office at 510.869.1550.

Scholars In Service Program (BSN)

Samuel Merritt College, in partnership with the San Francisco Foundation, established the Scholars in Service Program (SISP) in 1996 to attract and retain underrepresented students of color who may not otherwise be able to attend the College. Eligible students are academically qualified African-American and Latino/Hispanic students who are committed to working in medically underserved communities in the East Bay while in school and after graduation.

The Scholars in Service Program has since been expanded to offer support programs to all African-American and Latino/Hispanic students enrolled in, or considering Samuel Merritt College. The Program provides students with valuable guidance and assistance as they pursue their Bachelor of Science in Nursing (BSN) at Samuel Merritt College. The SISP includes pre-admission counseling, assistance with the financial aid process, mentoring with professional nurses, academic enrichment programs, support groups, faculty liaison, and eligibility for a renewable scholarship. The Student Services Coordinator plays a crucial role in helping students adjust to the rigors of nursing school, serving as academic advisor, personal advocate, and referral for a variety of campus matters.

Further information may be obtained from:

Office of Student Services
Samuel Merritt College
370 Hawthorne Avenue
Oakland, California 94609
510.869.1572

Applying for Financial Assistance

The following forms and data must be on file to apply:

- The Free Application for Federal Student Aid (FAFSA) must be filed with the processing center by the date specified. www.fafsa.ed.gov
- Students interested in applying for the State Cal Grant program must also submit the Grade Point Average Verification Form to the California Student Aid Commission by the March deadline. www.csac.ca.gov

Students are expected to contribute to their educational costs from savings and/or other non-financial aid resources. All undergraduate students requesting financial aid must, by federal requirement, apply for a PELL Grant; similarly, California undergraduates seeking aid must apply for Cal Grants by the priority deadline.

Financial aid recipients must reapply for financial aid annually by the priority deadline. Eligible students may be awarded a combination of financial aid comprised of one or more of the following: grants, loans, work study, and scholarships.

Financial Aid Probation

An undergraduate student whose cumulative grade point average drops below 2.0 and a graduate student whose cumulative grade point average drops below 3.0 will be placed on financial aid probation. The student has one semester in which to restore the cumulative grade point average to the required minimum. Failure to do so will result in suspension of financial aid.

A student who is placed on academic probation for two consecutive terms shall be considered to have failed to demonstrate satisfactory academic progress and shall be ineligible for financial aid.

Veterans Education Benefits

The Veterans Administration and the State Department of Education have approved Samuel Merritt College to certify enrolled veterans for education benefits and tutorial assistance. A veteran or eligible person who is interested in obtaining education benefits or tutorial assistance should contact the Office of the Registrar for applications and information. Veterans and eligible persons should be aware they are subject to the VA approved “Standards of Progress” while receiving benefits.

Details and procedures are available from: VA Regional Processing Office, PO Box 8888, Muskogee, OK 74402-8888, Telephone: 1.800.827.1000 or 1.888.GIBILL.1 (1.888.442.4551). Website: www.gibill.va.gov/muskogee or www.va.gov.

Veteran’s Policy Statement

1. Evaluation of previous education/training CFR §21.4253(d)(3):

Samuel Merritt College will conduct an evaluation of previous education and training, grant appropriate credit, shorten the veteran or eligible person’s duration of the course proportionately, and notify the VA and student accordingly.

2. Standards of progress CFR §21.4253(d)(1)(i)

A veteran or eligible person who remains on probation for grade point deficiency below a 2.0 cumulative GPA beyond two semesters will have his/her veteran’s benefits discontinued and any further certification of benefits interrupted. A 3.0 cumulative GPA must be maintained for the MSN program with respect to this policy.



Academic Policies

Academic Advising

Each student is assigned an academic advisor who will assist him/her in identifying academic needs, assessing strengths and weaknesses, and in fulfilling educational goals. Academic advisors may work with students in degree planning in some programs; provide general academic counseling; advise on adherence to academic requirements and regulations; suggest strategies for study skill enhancement; offer career counseling; and provide referral to College resources as necessary. Academic advisors are assigned by the academic departments and are recorded by the Registrar.

Academic Forgiveness

See BS Nursing admission policies.

Access to Records

Currently enrolled and former students may review their academic records by appointment with the Registrar. Qualified personnel are available to assist students in interpreting their records. The student must provide a written consent for the release of records. Standard release forms are available in the Office of the Registrar. Policies and procedures for implementation of the Privacy Act of 1974 are available in the Office of the Registrar.

Attendance

Regular classroom attendance is expected and essential for successful academic achievement. Faculty may elect to establish attendance policies, including the assignment of a failing grade for excessive absences. Students are responsible for all work missed because of absences and must make arrangements with their instructors to make up work. Make-up work for unexcused absences, including missed examinations, is at the discretion of the faculty member.

Attendance is required at all clinical assignments. These clinical experiences may include, but are not limited to, direct client care, skills labs, and observational experiences. The clinical experience is necessary for application of knowledge and skills, as well as for socialization to the professional role. A student is expected to give timely notice of any absence to his/her instructor and the clinical site, when appropriate. Unexcused absences may be interpreted as failure to meet course objectives and may result in a clinical grade of unsatisfactory for the course. See also specific department requirements.

Award of Academic Credit

Applicants with previous education and/or experience in health care fields may be eligible for transfer or challenge credit. Audit, challenge and transfer credit may not be used to satisfy the residency requirement.

Advanced Standing Credit for Post-Professional Graduate Programs (Nursing)

Post-professional graduate programs may award advanced standing credit to students who have completed a formal post-professional course of study in a program accredited by a specialized accreditation agency. Advanced placement credits will be posted to the transcript only after completion of all other required coursework in residence. Award of such credit will be made at the discretion of the program; however, the following criteria must be met for advanced standing in the Master's degree program:

1. Total hours awarded as advanced standing credit shall be determined by the program; however, the student must complete a minimum of 18 hours of additional Samuel Merritt College coursework for the master's degree as outlined by the department/program.
2. The applicant must be in active clinical practice in the advanced practice specialty as evidence of currency in the specialty for which award of credit has been made.
3. The applicant must hold and maintain current certification/recertification in an advanced practice clinical specialty at the time of admission and throughout the program
4. In the case of nursing, advanced standing credit toward the Master's degree will be awarded only to students holding a BSN or bachelor's degree in a related field.

Transfer Credit

Applicants and students may petition to transfer course work completed at a regionally accredited institution.

Completion of BSN Course Work Off Campus After Admission

Following admission to the undergraduate Nursing Program, students are expected to take all courses at Samuel Merritt College. Permission to complete a degree requirement at another institution may be granted under special circumstances. The student must complete a transfer credit petition which must be approved by the School of Nursing. In the absence of an approved petition, the College reserves the right to deny transfer credit.

Evaluation of Transfer Courses in the Graduate Programs

Courses taken at a regionally accredited institution may be transferred with approval from the department chair or program director who will determine that the transfer course fulfills the content and course objectives of the College's requirement. **All courses submitted for transfer credit must have been completed prior to admission to Samuel Merritt College.** The student must have received a minimum grade of "C" in professional program courses, or "B" in post-professional courses. Transfer credit is limited to nine (9) semester units.

Procedure for the Evaluation of Transfer Credit:

1. Student submits transfer credit petition, course description, and course syllabus to the Registrar.
2. The Registrar submits the petition and documentation to the department chair or program director to review and approve or deny credit. The petition and documentation is then returned to the Registrar.
3. The Registrar notifies the student of the action and records approved credit on the student's transcript. Documentation is retained in the student's file.

Challenge Credit

Students may petition to challenge by examination knowledge and skills obtained through previous education and/or work experience which cannot be documented as transfer credit. Enrolled students must be in good academic standing to be eligible for a challenge examination. A course can be challenged only once, and a student cannot challenge a course he or she previously completed unsuccessfully. The units and grades earned as a result of a successful challenge will be recorded on the official transcript and will show as credit by examination. Unsuccessful challenge results will not be recorded. All challenge petitions must be filed by the end of the fourth week of the semester.

All challenge fees are non-refundable and are to be paid at the time the petition is filed with the Office of the Registrar. The student obtains a petition form from the Office of the Registrar and receives approval from the appropriate department chair or program director and faculty member. The student returns the signed petition to the Registrar and pays the fee to the Financial Services Office. In a Nursing course involving both theory and clinical components, the theory component must be completed successfully before the clinical challenge is attempted.

GRADES, GRADE REPORTS, GRADING

Undergraduate Grading

At the end of each term a student's work in each course is recorded with one of the following grades:

Grade	Description	Value
A	Excellent	4
B	Very Good	3
C	Fair	2
D	Below Standard, not passing	1
F	Failure	0
P*	Pass	NC**
I	Incomplete	NC**
W	Withdrawal	NC**
Z	Audit	NC**
U	Unsatisfactory	0

* May be used only if designated in the catalog course description or by petition.

** Not computed

Graduate Grading

At the end of each semester a student's work in each course is recorded with one of the following grades:

Grade	Description	Value
A	Excellent	4
B	Good	3
C	Fair	2
D	Below Standard	1
F	Failure	0
P*	Pass	NC**
IP	In Progress	NC**
I	Incomplete	NC**
W	Withdrawal	NC**
Z	Audit	NC**
U	Unsatisfactory	0

* May be used only if designated in the catalog course description or by petition

** NC=Not computed

Plus/Minus Grading

Each school, department, and program shall determine to what extent and under what circumstances plus/minus grading is used. If used, a plus adds three-tenths (.3) to the grade point value up to a maximum of four grade points, while a minus reduces the grade point value by three-tenths (.3).

Academic Difficulty

If a student receives a deficient grade, it is strongly recommended that the student seek assistance from the faculty of record or his/her academic advisor to develop a plan for success. The College strongly advises students to take advantage of the following services: academic advising, tutorial services, and workshops on study skills, time management, and test taking. In addition, the Library maintains excellent tutorial materials.

Audit

Undergraduate:

Audit is a contract to attend theory classes without active participation, e.g., discussion, seminars, exams and handouts. Audits are permitted only when space is available in the class. Full-time students may audit one course per term. No credit is received for the audited course. Upon completion of the course, a grade of "Z" for audit is recorded on the permanent transcript. Audited courses may not be used to satisfy the residency requirement. A student may not challenge a previously audited course.

Audit petitions are available on the Samuel Merritt College website (www.samuelmerritt.edu) and in the Campus Service Center, and approved by the faculty member. Audit petitions must be filed with the Registrar's Office during the first two weeks of the term.

Graduate:

A graduate student may audit an elective course with the approval of the department chair. The auditor may receive handouts but does not participate actively in discussion or take exams and, therefore, does not receive formal credit. Audits are permitted only when space is available in that class. A student may not challenge a previously audited course.

Audit petitions are available on the Samuel Merritt College website (www.samuelmerritt.edu) and in the Campus Service Center, and approved by the faculty member. Audit petitions must be filed with the Office of the Registrar during the first two weeks of the term.

Grade Reports

The faculty report final grades to the Registrar. Final grades for all terms are available on iqweb within two weeks after grades are received. Grades are released only directly to students. Grades are not disclosed over the telephone.

Grade Changes

Final grades are permanent with the exception of "I" (incomplete) and "IP" (in progress) and are to be changed only in the case of error in computation or recording. The student may not submit additional work, rewrite papers, nor make up or retake examinations to improve a grade which has been officially recorded in the Office of the Registrar. All grade change requests must be submitted to the instructor within the first two weeks of the next full semester after the grade was assigned. Once this period has passed, no grade changes will be made. The student may appeal the denial of a grade change request by following the Dispute Resolution Procedures listed in this Catalog/Handbook.

Incomplete Grades

A grade of "I" or "incomplete" may be assigned by the faculty member when the student's work is substantially complete yet incomplete due to circumstances beyond the student's control. A petition for an incomplete must be initiated by the student, and approved in writing by the faculty member, prior to the deadline for the submission of the term grades. It is not the responsibility of the faculty member to petition for an incomplete grade, but an instructor may originate an incomplete grade if the student is unable to do so and has specifically requested an incomplete grade from the instructor. The petition must include the reason for the incomplete grade, the coursework to be completed, and the deadline for submitting the work. The student must satisfactorily complete the work prior to the end of the next semester in which the course is offered.

Upon completion of the coursework, the instructor may submit a change of grade form to the Office of the Registrar. An incomplete grade not changed by the due date will be changed to an "F." An extension of the due date, not to exceed one semester, may be requested for extraordinary reasons. An incomplete grade, even when cleared, is part of the student's academic record. An incomplete grade may be used to satisfy prerequisite requirements at the discretion of the appropriate department chair.

Repeating a Course

Undergraduate:

The grade achieved in a repeated course does not replace the original grade on the transcript. Only the most recent grade, however, will be used in computing the cumulative grade point average. Refer to the section on Undergraduate Progression and Graduation for information about repeating required courses. For tuition charges on repeated courses, please see Financial Information.

When a course is failed and is not scheduled to be offered again because of a curriculum revision, efforts will be made to assist

the student in completing requirements for the degree in the new curriculum or, where feasible, by independent study.

Graduate:

The grade achieved in a repeated course does not replace the original grade on the transcript. Only the most recent grade, however, will be used in computing the cumulative grade point average. Refer to the section on Graduate Progression and Graduation for information about repeating required courses. For tuition charges on repeated courses, please see Financial Information.

MSN only: A student who has earned a grade lower than a “B” in a course may petition to retake that course one time.

A student will be allowed only one such course repetition during his or her graduate studies at Samuel Merritt College. In the case of a course repetition, only the most recent grade will be used in calculating the student’s cumulative grade point average, although both grades will be permanently inscribed on the student’s record. Students should file a petition with the Registrar to request a course repetition. Final approval is made by the department chair.

Course Enrollment with Pass/Fail Grading

Undergraduate Courses:

Pass/Fail grading is offered for certain elective courses. In courses taken on this basis, the passing grade (the equivalent of a “C-” or higher on the regular grading scale) will not affect the student’s grade point average and the units will be counted towards the degree. The “F” (Fail grade) is calculated in the grade point average. Pass/Fail petitions are available in the Office of the Registrar and must be filed within the first two weeks of the Fall and Spring Term. The Pass/Fail grading option is not offered in those courses required by the Board of Registered Nursing or the nursing major.

Graduate Programs:

Pass/Fail grades are not an option in those courses required for state licensure or national registration or certification. Pass/Fail is an option in graduate program elective courses and in Directed Research and Synthesis. In courses taken on this basis, the passing grade (the equivalent of a “C” or higher on the regular grading scale) will not affect the student’s grade point average and the units will be counted towards the degree. Any grade less than “C” is recorded as a failure (“F”) and is calculated in the grade point average.

Procedure to request Pass/Fail grading

The student submits a pass/fail petition signed by the instructor to the Registrar’s Office by the published deadline.

In Progress Grades

The symbol “IP” is employed in theses/synthesis projects, special research studies and field studies, and other courses as approved by the department chair where assigned work extends beyond a single academic term and may include enrollment in more than one term. The symbol indicates that work in progress has been evaluated as satisfactory to date; assignment of a final grade must await completion of additional coursework. All work is to be completed within one calendar year of the date of first enrollment. An extension may be permitted with the approval of the instructor and the department chair as long as the student completes the program within the required length of time (see Length of Study for Graduate Program). A final grade will be assigned to all segments of the course based on overall quality. The grading symbol “IP” will not be used in calculating grade point average. If the “IP” grade is not converted to a letter grade within the appropriate period, it becomes an “F” and is used in computing the grade point average in the semester the “IP” changes. Approval to assign an “IP” grade in courses other than those listed below requires the written approval of the appropriate department chair and must accompany the official grade sheet submitted to the Office of the Registrar.

Courses approved for the “IP” grade:

MOT

OT 615, OT 622	Focused Research Seminar
OT 630	Research Synthesis Project
OT 621L	Fieldwork Level I
OT 640L/641L	Fieldwork Level II

DPT

DPT 757	Research III
DPT 761	Field Experience I
DPT 762	Field Experience II
DPT 763	Clinical Experience I
DPT 764	Field Experience III
DPT 765	Clinical Experience II
DPT 766	Internship
DPT 771	Individual Independent Study
DPT 772	Group Independent Study

MPA

PA 680L	Family Medicine Clerkship
PA 681L	Internal Medicine Clerkship
PA 682L	General Surgery Clerkship
PA 683L	Pediatric Clerkship
PA 684L	Geriatric Clerkship
PA 685L	Obstetrics/Gynecology Clerkship
PA 686L	Emergency Medicine Clerkship
PA 687L	Elective Clerkship I
PA 688L	Elective Clerkship II

Withdrawal From A Course

After the end of the drop/add period, a student may withdraw from a course without academic penalty up until the **midpoint of the course, as specified in the course syllabus, or when no more than 50% of the course has been completed, which ever occurs last**. A student may withdraw from a single course only once. The course remains on the student transcript with a grade of “W”. Petitions to withdraw from a course beyond this period would be approved only for serious and compelling reasons such as serious accident or illness. The approval of the instructor and the department chair are required on the petition form, which the student files in the Registrar’s Office. If the petition is granted, the course remains on the student record with a “W” grade. If the petition is denied or the student fails to complete course requirements without formally withdrawing, the grade will be determined by the instructor based on the grading policy and requirements as noted in the course syllabus (See Withdrawal from the College and Refund Policies).

Withdrawal From Samuel Merritt College

A student wishing to withdraw from the College must follow the proper procedures. Any student who leaves the College during a term or who terminates enrollment at the end of a term must complete a withdrawal form available on the Samuel Merritt College website (www.samuelmerritt.edu) and in the Campus Service Center. Notice of clearance with several other College offices is to be secured on this form. Final transcripts may be released only after the completed form is on file in the Registrar’s Office. Students are to make an appointment to meet with the Vice President of Enrollment & Student Services for an exit interview. Withdrawal from the College through the 10th week of instruction will result in grades of “W” in all courses. Eligibility to withdraw from the College after the 10th week will be determined individually. A student who has withdrawn from the College may request readmission by applying to the Director of Admission.

Scheduling of Classes

All continuing students register for their next semester’s courses during pre-registration week. Students meet with their advisors, obtain their signature on the registration form, and return the form to the Office of the Registrar at the assigned time. Pre-registration dates, times, and priorities are published and posted each term. Entering students are pre-registered after admission and prior to the start of the term. The process varies according to the student program. Students receive pre-registration materials by email from the Office of the Registrar. Course schedules and the registration form are available on the Samuel Merritt College website (www.samuelmerritt.edu).

Registration

Pre-registration is held for all students several weeks before the beginning of each semester. Tuition and fees are due and payable prior to the first day of class. Any other financial arrangement must be established with the Business Office prior to registration day. Each student must complete a registration form each term. Unexcused late registration incurs a \$50 per week late registration fee. During registration the student receives registration materials including a course schedule. This shows the student’s current class schedule based on pre-registration and subsequent adjustments. The student is financially and academically responsible for all courses on the course schedule.

Students in Dispute Resolution Process

A student suspended or dismissed from the College under the graduate and undergraduate progression and graduation policies and who is involved in the dispute resolution process outlined in this catalog will be allowed to register for non-clinical classes in the semester immediately following the ruling while his/her appeal is being heard. This policy does not apply to students whose next semester involves only clinical courses as defined by the program;

The student, if otherwise eligible, will be allowed to collect financial aid and will be required to pay tuition as any regularly registered student. If applicable, the student’s refund will be held on account until the grievance is resolved.

If the dismissal is upheld, the effective date will be the end of the previous term. Any financial aid refunds will be retained by the College until the decision has been made. At that point, all eligible financial aid will be returned to the appropriate financial aid agency.

If the dismissal is overturned, any financial aid refunds will be processed.

If, at the end of the dispute resolution procedure, the appeal is denied (upholding the suspension or dismissal from the College), the student’s registration status will be revoked and the student will be suspended or dismissed.

If, at the end of the dispute resolution procedure, the appeal is upheld (overturning the suspension or dismissal) the registrar will return the student to a regular registration status.

Class Lists

Faculty receive class lists prior to the start of each semester and at the end of the drop/add period. The final class list sent during the third week of classes should accurately reflect the students attending the class. The faculty member and/or student must contact the Office of the Registrar concerning any discrepancies. Students will not receive credit for classes for which they

have not registered or may receive a failing grade for a course in which they registered but did not attend or follow the drop procedures.

Clinical Requirements

Before beginning clinical rotations, certain clinical facilities may require drug testing and/or finger printing. The College and its students participating in these clinicals must cooperate with these requirements. Students are also required to be enrolled in the College's insurance plan, or other insurance plan that meets the College's requirements for waiver, through the duration of their enrollment at the College

Any student may be required to go out of the Bay Area for at least one of their clinical rotations. The student will be responsible for their own transportation and housing.

Client/Patient Participation in Course-Related Activities (Not Including Activities in Clinical Facilities With Which the College Already Has a Contractual Agreement)

Faculty or students will obtain agreement from potential subjects before subjects participate in activities or assignments related to a specific course of instruction. Potential subjects include individuals in the community or individuals from within the College who are not registered in the specific course. Activities or assignments are those designed or provided by an instructor for students in a specific course, and may include physical examination or treatment procedures in the classroom, elsewhere on campus, or in the community.

Licensure Requirements/Denial of Licensure

Samuel Merritt College complies with all professional requirements for licensure. These include criteria for denial of licensure for crimes or acts which are substantially related to professional qualifications, functions, or duties. Felony convictions or history of substance abuse may lead to a denial of licensure/certification. Specific policies may be obtained from the department chair or from the appropriate licensing or credentialing agency.

Most of the licensing/certification boards require background checks of students. Felony convictions may prevent licensure by the profession's regulatory board. Applicants to the Post-Professional MSN degree programs must hold a current active license as a registered nurse. This does not apply to the Entry-Level MSN program.

Doctor of Podiatric Medicine:

Admission to and graduation from the California School of Podiatric Medicine at Samuel Merritt College does not guarantee licensure for the practice of podiatric medicine. However, graduates of CSPM who successfully complete Parts I and II of the National Boards and satisfactorily complete one year of approved postgraduate podiatric medical and podiatric surgical

training in a general acute care hospital are eligible to apply for licensure to practice podiatric medicine in the State of California. All candidates for licensure are required to take and pass an oral and practical examination administered by the California Board of Podiatric Medicine to ascertain clinical competence.

Disclosures/Truth in Information

Samuel Merritt College relies upon the documents supplied and statements made by its applicants and students, faculty and staff. If discrepancies appear between documents or statements provided and information otherwise obtained, applicants may be rejected for admission or employment and students may be subject to dismissal. Felony convictions may delay or prevent licensure in that jurisdiction.

Drop and Add

The Drop/Add period occurs the first two weeks of the semester. During that period, a student may drop and add courses without academic and/or financial penalty on completion of the appropriate forms. A course that is dropped will not appear on the transcript. If by dropping a course a student ceases to be enrolled, he or she is considered to have withdrawn from the College and must follow the readmission process if the student wishes to return to the College. Only elective courses may be dropped or added in the MOT, DPT, and CRNA programs.

The Drop/Add Process:

1. Obtain Drop/Add form on the Samuel Merritt College website (www.samuelmerritt.edu) and in the Campus Service Center.
2. Obtain the instructor/instructor's signature(s), and the advisor's signature if changing courses (a section change does not require the advisor's signature).
3. Return the signed form to the Campus Service Center by the deadline.

Evaluations

Student Outcome Evaluation/Program Evaluation

All students are required to complete evaluation instruments assessing the outcomes of their educational program. Ongoing evaluations are conducted in all programs to assess and ensure quality educational experiences. The evaluation instruments are collected each semester and/or during the final term prior to graduation. Failure to complete the instruments may result in a hold on the academic record.

Pre-licensure Clinical Performance

Clinical evaluation is ongoing and is based upon safe practice and achievement of course objectives. The faculty member/clinical instructor and student share written evaluations at appropriate intervals (usually at midterm) and at the conclusion of each course or clinical affiliation. Midterm evaluations indicate satisfactory or unsatisfactory progress in meeting clinical

course objectives. Nursing clinical evaluations are filed in the School of Nursing Office. Following graduation, nursing students may request the file of clinical evaluations. The clinical files are destroyed after graduation.

Finals Week

The final week of the academic semester is designated “Finals Week.” Departments may choose to conduct final examinations or require submission of final projects/papers prior to this week. Due dates for papers and projects and dates/times for final examinations outside of the designated finals week must be approved by the Department Chair/Program Director and defined in course syllabi. The academic department is responsible for conducting final examinations in a reasonable and pedagogically sound manner, and for ensuring that instructional hours delivered in all courses are consistent with assigned united loads. The department chair is responsible for the maintenance of this policy.

Forms and Petitions

Petitions and forms are available from the Samuel Merritt College website (www.samuelmerritt.edu) and in the Campus Service Center and are filed in the Campus Service Center. These may include Drop/Add, Independent Study Forms, Petition for Graduation, Petition for Leave of Absence, Withdrawal from the College, and open petitions. It is the student’s responsibility to file all appropriate petitions and forms by the dates set in the Registrar’s calendar distributed at the beginning of each academic year. Forms are available online at the Samuel Merritt College website (www.samuelmerritt.edu).

Open Petitions

The open petition, available from the Samuel Merritt College website (www.samuelmerritt.edu) and in the Campus Service Center, is used for academic requests for which there are no specific petition forms. For example:

- a. Exceptions to the prerequisite requirement
- b. Request for exception to a general education requirement

The student obtains the petition from the Samuel Merritt College website (www.samuelmerritt.edu) or in the Campus Service Center. The student returns the signed petition to the Campus Service Center and is notified in writing of the results of the petition.

Grievance

Formal grievance procedures are available to the student who wishes to dispute a course grade or who has a grievance against College policy or personnel. For a description of the dispute and grievance policy, consult the Academic, Personal, and Professional Integrity section in this Catalog/Handbook.

Independent Study

The purpose of an independent study course is to provide the student an opportunity to meet his/her educational needs which exceed course content available in the regular curriculum. Students must be able to work with minimal supervision. An independent study course is ordinarily taken by an upper-division or graduate student in good academic standing. The student must petition for approval of the course by the course instructor and program director or department chair. All independent study courses must be completed within one semester. An independent study course may range from one to three semester units. The calculation of theory and clinical units into hours is as follows: 1 theory unit = 1 hour/week for semester; 1 clinical unit = 3 hours/week for semester.

Regular Courses Taken in Independent Study Format

Upper division or graduate students in good academic standing may be allowed to take regular catalog courses in an “Independent Study” format only during a semester in which the course is not normally offered. The student must petition for approval of the course by the course instructor and program director or department chair. No department will be required to offer courses in this format. The course must be essentially identical to the most recent regularly scheduled offering of said course (i.e., the course must use the same syllabus with the same learning objectives and similar evaluation methods as used in the regular course). Regularly scheduled courses may not be taken as independent study courses as a means of “remediating” an unsatisfactory grade. Students may not take more than one regularly scheduled course in an independent study format in a single academic year.

Leave of Absence

Personal Leave of Absence:

At the discretion of the College, a personal leave of absence may be granted for up to one year for students in good academic standing and for compelling reasons. The request form is available on the Samuel Merritt College website (www.samuelmerritt.edu) and in the Campus Service Center. Students must clear with financial services and financial aid before receiving approval from the department chair or program director and Vice President of Enrollment & Student Services. For financial aid recipients, under federal guidelines, a student on leave of absence is considered withdrawn from the College. A leave of absence guarantees enrollment upon the student’s return but does not ensure placement in specific coursework. A physical examination is required prior to re-entry. All prior account balances must be cleared and the student must reapply for financial aid. A student must submit a written request for re-entry to the Office of the Registrar a minimum of 60 days prior to re-entry. Students will be charged the current tuition rate upon return.

Academic Leave of Absence:

is an involuntary leave required by the College. An example is the unsuccessful completion of a course for which a student must wait for the course to be taught again. This leave is approved at the discretion of the program chair and the Academic Vice President and Provost.

Liability and Malpractice Insurance

Samuel Merritt College provides professional liability coverage for faculty, staff, and students which pertains to educational experiences required by the College. The acquisition of additional coverage for faculty, staff, and students is an individual decision based on individual circumstances.

Readmission

Applicants seeking readmission to Samuel Merritt College must comply with current admission policies. Readmission is competitive and not guaranteed. The student may not have an outstanding balance on his or her tuition account. Applications for readmission must be submitted to the Office of Admission a minimum of 60 days prior to the beginning of the term, including all intervening transcripts. The request for readmission is reviewed by the Admissions Committee, the department or program chair, and a recommendation regarding readmission is made to the Vice President of Enrollment & Student Services. A student disqualified from the Doctor of Physical Therapy, Master of Occupational Therapy, or Master Physician Assistant programs at Samuel Merritt College may not be readmitted to that program.

Student Classification

Undergraduate students are classified as follows:

- Full-time status is accorded any student taking 10 or more units per regular term.
- Federal regulations obligate students to be enrolled in a minimum of 12 units each regular term in order to retain full-time financial aid eligibility for PELL grants.
- Part-time status is assigned to those students taking less than 10 units per regular-term.
- Special status is accorded students enrolled without the intention of pursuing a degree.

Graduate—Regular:

- A regular student is one admitted by the College to work toward a graduate degree.
- Full-time status is accorded any student taking 6 or more units per term.
- Part-time student status is assigned to those with less than 6 units per term.
- Half-time student status is assigned to those with 3–6 units.

Graduate—Conditional (MSN):

A graduate student whose admission to become a regular student is conditional, but who has obtained the permission of the chair of the department to enroll in coursework for that department, or a student whose prior academic preparation does not include courses which are prerequisite for admission to regular graduate status, or a student whose prior academic work is not sufficiently strong to merit full acceptance as a regular graduate student, but who has obtained the permission of the chair/dean of his/her department to enroll for a specific set of courses, has conditional status. A graduate student with conditional status must meet the specific conditions set by the chair/dean of his/her department before s/he will be reclassified to regular graduate student status. If specifically approved by the chair, courses taken by a student with conditional status will count towards the completion of regular graduate degree requirements. Conditional graduate students may register for two courses per semester for two semesters (total of four courses).

Graduate—Special (MSN):

A student with special status is one admitted by the College for coursework only, or a modified program of study, but who is not working towards a degree or certificate within the MSN program. Special student status is approved by the chair on a form provided by the Admission Office and must be renewed each semester. Conditions for obtaining special student status and for the renewal of this status are set by each department. Students with special status may register for classes only if space is available. A student with special status who wishes to change to regular status must apply for admission, must meet all regular graduate admission standards, and if accepted, will be expected to complete all requirements for the degree. Special students may register for two courses per semester for two semesters (for a maximum of four courses). Upon acceptance as a regular student, courses taken while on special student status may count towards graduate degree requirements upon recommendation by the graduate advisor and approval by the chair.

Graduate—(MOT/MPA/DPT):

The MOT, MPA, and DPT curricula are full-time programs with sequential coursework. Students are expected to take all courses in a semester and each semester in sequence. Normally all courses are taken in residence. Part-time status is defined as anything less than enrollment in all required courses in a given semester. Part-time status may be granted by the department chair in the following cases:

1. A student who was administratively withdrawn from a course(s) and is now completing the course(s).
2. A student who was suspended from the program for unsatisfactory performance in a course or affiliation and is now repeating that course or affiliation.

3. A special student requests to take a course(s).
4. A student who has completed transferable work (see Transfer Credit).

Student Research Degree Requirements

Select programs require completion of a student research requirement or synthesis project for graduation. Each program will designate the course(s) in which the student completes this requirement. Once a student enrolls in the course/s that fulfill the requirement, s/he must be continuously enrolled in that course each semester until completed. If the research requirement is not met within one semester, the student received an IP grade to maintain continuous enrollment in the course for a maximum of three continuous semesters. If the requirement is not met within three continuous semesters, an extension may be granted with the approval of the instructor and the dean/chair. In this case, the student must re-enroll in the course in each subsequent semester and pay tuition for that course until degree requirements are met. In all cases, students must successfully complete degree requirements within the allowed length of study for graduate programs (see Length of Study for Graduate Programs).

Synthesis Experience (MSN)

All candidates must successfully complete a synthesis project to satisfy the requirement for scholarly activity. Students must complete a directed study or synthesis project or thesis with the guidance of the director/advisor of the project or thesis. For each semester the student enrolls in the synthesis experience after completion of other coursework, both registration for the synthesis and a synthesis fee are required. A grade of "IP" is assigned until the synthesis experience is complete.

Transcript Requests (Samuel Merritt College)

Transcripts are issued by the Samuel Merritt College Office of the Registrar. In compliance with the Privacy Act of 1974 (Section 552A), telephone requests for transcripts cannot be accepted. Requests must be in writing and will be processed within seven working days of receiving the written request. A \$5.00 fee is charged for each copy of the transcript requested—\$15.00 for 24-hour service. Unofficial transcripts are available, free of charge, on IQ Web. The College withholds transcripts from students who have outstanding financial, academic, or other obligations to the College.

UNDERGRADUATE PROGRESSION AND GRADUATION

All students must satisfactorily complete all required prerequisite courses to progress in the major. In order to graduate, students must be in good standing, meet all program and residency requirements, and attain a cumulative and major grade point average of 2.0.

Undergraduate Nursing

All students are required to maintain current Basic Life Support for Health Care Providers and blood-borne pathogen precautions certification throughout enrollment in clinical courses.

For satisfactory progression, students must achieve a minimum grade of "C-" in all nursing courses as well as the following program requirements:

- Anatomy
- Chemistry
- College-level Mathematics (Statistics highly recommended)
- Communications
- Cross-cultural Psychology or equivalent
- English Composition (two courses)
- Human Development
- Microbiology
- Physiology

A student who receives a grade of lower than "C-" in a theory course and/or a grade lower than "S" in a clinical course required by the Board of Registered Nursing may, providing space is available, repeat the course only once. The theory and clinical components of repeated courses must be taken concurrently.

During the final term prior to graduation, students are required to complete evaluation instruments assessing the outcomes of their educational program. Refer to the policy on Filing for Graduation outlined in this Catalog/Handbook.

Degree Planning (Nursing)

Students meet with their advisor to review a degree plan which outlines their course of study; advisors sign the student course schedule each term. Each student is responsible for monitoring his or her degree plan and progression toward successful completion of degree requirements.

Dean's List—Undergraduates (2+2)

To recognize academic excellence, at the conclusion of each full semester the names of undergraduate students who achieve a current grade point average of 3.5 or higher in a minimum enrollment of 10 semester units are published.

Graduation With Honors

Graduation with honors is awarded to undergraduate students who have achieved the following minimum cumulative grade point average in all college work completed toward the baccalaureate degree:

→ Summa cum laude—3.85

→ Magna cum laude—3.7

→ Cum laude—3.5

Probation

At the conclusion of each term, students enrolled in Samuel Merritt College are subject to academic probation if:

→ The current semester, cumulative, or major grade point average is less than 2.0.

→ Readmitted following dismissal.

If academic probation is not removed, the student may then be subject to dismissal from the College. After one term on probation, students may also lose eligibility for financial aid. All students on probation are encouraged to meet with their academic advisor. Probationary status is removed following a semester of satisfactory work completed in residence, provided the overall cumulative grade point average and the major grade point average are restored to 2.0.

Critical Behaviors

Critical Behaviors, which if proven can immediately result in failure of the course, as well as disciplinary action by the College:

→ Purposeful falsification of a client's record.

→ Denying responsibility for one's own deviation from standard practice

→ Act or threat of intimidation, harassment or physical aggression

→ Actions which place the client or others in physical or emotional jeopardy

→ Abusive behavior toward clients or others

→ Failure to disclose actions, which place the client or others in physical or emotional jeopardy

→ Ignoring the need for essential information before intervening.

Dismissal

An undergraduate student is dismissed from Samuel Merritt College if:

→ Probationary status is not removed at the conclusion of the next semester and the required minimum cumulative GPA is not maintained during all remaining semesters.

→ Two grades of less than "C-" in any courses required by the Board of Registered Nursing.

→ The current semester or cumulative grade point average falls below 1.4 at the conclusion of a regular term.

A student is subject to dismissal from Samuel Merritt College if:

→ At any time during a course, performance or behavior jeopardizes the safety of self or others.

→ At any time during a course, behavior does not comply with the code of ethics and code of conduct of Samuel Merritt College.

Students may appeal dismissal through the Academic Vice President. Contact that office for the appropriate form.

Graduation Procedures

All graduating students are required to complete and submit a Petition for Graduation form to the Campus Service Center. The dead-line for petition submission is the first week of the term in which the student expects to graduate. The Petition for Graduation form must be filed even if the student is not planning to participate in commencement activities. All graduating students are assessed a graduation fee whether or not they plan to participate in commencement exercises. The graduation fee is applied to the cost of the final degree audit, preparation of records for licensing agencies, the diploma and cover, academic regalia worn at Commencement, and expenses for the commencement ceremony.

Petition for Graduation—Degree Conferral

Forms are available in the Campus Service Center and on the Samuel Merritt College website. The form is used for several reasons, among them are the printing of the student's name for the commencement program and diploma. Without this form, the Registrar's Office cannot guarantee that a student's name will appear in the program. Diplomas will not be printed without a petition on file in the Registrar's Office. The appropriate program director/chair must approve all such petitions.

Waiver and substitutions to Catalog requirements must be submitted by department chairs and approved by the Academic Vice President and Provost.

Undergraduates: Early Participation in the Undergraduate Ceremony

BSN students are eligible to participate in commencement ceremonies provided they have completed all of the degree requirements or have no more than six (6) required course credits to be completed in the following term.

Undergraduate Degree Conferral

The Intercollegiate Nursing Program has three degree conferral dates each academic year. The degree conferral date for the Fall, January, and Spring terms is the last day of a student's final term. If a student's eligibility status changes after filing for a designated candidacy degree date, the subsequent degree conferral date will be in effect contingent upon the completion of all degree

requirements. The degree conferral date for the ABSN program is the last day of a student's final term.

GRADUATE PROGRESSION AND GRADUATION

Continued Enrollment

To be successfully enrolled at Samuel Merritt College, students must be admitted, have a mutually agreed-upon course of study, and a graduate advisor as assigned by the dean or department chair. Either students or advisors may withdraw from such arrangements. A new advisor will be appointed with mutual consideration if the replacement faculty member agrees. It is understood that faculty must have appropriate expertise to guide the graduate student, thus the College may limit areas of specialization and concentrations in advanced programs to those areas represented within the expertise of the faculty.

All students must satisfactorily complete all required prerequisite courses to progress in the major. In order to matriculate into the 5th semester of either the Family Nurse Practitioner or Case Management programs, the Entry-level Master of Science in Nursing student must successfully complete the curriculum as outlined in the current catalog and pass a standardized assessment test as determined by the School of Nursing at the prescribed passing score.

Graduate students in the Master of Occupational Therapy, Master Physician Assistant, Doctor of Physical Therapy and Master of Science in Nursing programs must achieve satisfactory academic performance, including: a minimum grade of "C" in all required courses; a grade of "S" on all clinical experiences; and a cumulative grade point average of 2.0 (MOT/MPA) and 2.5 (DPT) and 3.0 (MSN). Graduate students are also required to

complete evaluation instruments assessing their learning experiences, including clinical coursework, at periodic intervals.

Graduate Students in the Doctor of Podiatric Medicine program who are officially admitted to and successfully complete the four year curriculum as outlined in the current catalog and have passed the CSPM Fourth Year OSCE Examination are eligible for the degree of Doctor of Podiatric Medicine. Applications for graduation are available on the Samuel Merritt College website (www.samuelmerritt.edu) and in the Campus Service Center.

Double Credit (Undergraduate/Graduate) Courses

The same course may not be used to fulfill the course requirements in both professional (undergraduate nursing and first professional masters in nursing, occupational therapy or physician assistant or entry-level doctor of physical therapy) and post-professional graduate programs.

Transfer Between Graduate Nursing Programs/Tracks

Graduate nursing students in good academic standing may apply for transfer from one graduate nursing program to another graduate nursing program. Transfer is contingent upon approval of the director of the program to which the student wishes to transfer. The "Request to Change Graduate Nursing Program" form may be obtained from the Office of the Registrar.

Length of Study for Graduate Program

MPA, DPT, DPM:

Students are expected to complete the programs in the full-time, sequential two and one-half year curriculum as described in the MPA curriculum overview. The DPT and DPM curriculum must be completed within six years of enrollment.

The MOT program offers both full-time sequential two and one half year curriculum or part-time length of study.

Post-professional master's degrees:

Since students may pursue the master's degree either as a full-time (minimum six units/semester) or as a part-time student, the time necessary for completion of the degree varies considerably. Students are expected to complete their programs in no more than six years from the date of matriculation.

Study Load and Residency Requirements (MSN)

Students in post-professional master's degree programs are required to register for three units each semester in order to maintain part-time enrollment (see Leave of Absence policy). The minimum full-time load is six units per semester. Maximum study load limitations may be exceeded by approval of the appropriate chair/dean and will be billed accordingly. A minimum of 36 units are required; 27 units must be completed in residency.



Graduate Probation and Dismissal (MSN)

Graduate students whose semester or cumulative grade point average falls below 3.0 will be placed on academic probation. Students on academic probation who fail to raise their cumulative grade point average to 3.0 by the time they have completed the next two sequential semesters are subject to dismissal from the program. Students whose cumulative average falls below 2.5 after any semester, or who receive a grade of “F” in any one course, are also subject to dismissal.

Graduate Probation, Suspension, and Dismissal (MOT/MPA/DPT)

A student in the Doctor of Physical Therapy program whose term (semester) grade point average (GPA) falls below 2.5 will be placed on probation. A student on probation who fails to raise her/his term (semester) GPA to a minimum of 2.5 in the next semester and all remaining semesters in which he/she takes 15 or more units, is subject to dismissal from the program.

An entry-level occupational therapy, physical therapy, or physician assistant student may be suspended from the program if s/he earns a grade of “D” in a required class or “Unsatisfactory” on a field experience, affiliation or the internship. The occupational therapy, physical therapy, and physician assistant curricula are sequential. Courses and affiliations must be taken in sequence. Therefore, the student is suspended until the course is repeated or another affiliation can be arranged. S/he may not progress in the curriculum until the course or affiliation is successfully completed or graduate until the internship is completed. An MOT/MPA/DPT student is subject to dismissal if (1) a course, field experience, affiliation, or internship is not successfully repeated at its next offering; or (2) the student receives a second “D,” or “U” grade in a required course, affiliation or internship; or (3) a student receives a grade of “F” in any required course.

Critical Behaviors

Critical Behaviors, which if proven can immediately result in failure of the course, as well as disciplinary action by the College:

- Purposeful falsification of a client’s record.
- Denying responsibility for ones own deviation from standard practice
- Act or threat of intimidation, harassment or physical aggression
- Actions which place the client or others in physical or emotional jeopardy
- Abusive behavior toward clients or others
- Failure to disclose actions, which place the client or others in physical or emotional jeopardy
- Ignoring the need for essential information before intervening.

Graduate Dismissal (All Programs)

A student is subject to dismissal if at any time during a course, unsafe clinical performance or behavior jeopardizes the safety of the student or others.

Participation in Course Activities

For all courses in which they are registered, students are expected to participate in course activities as designed by their course faculty. Such course activities could include, but are not limited to, invasive, manipulative procedures/techniques or demonstrations (i.e. venous blood draws, and intravenous needle insertions or injections, intramuscular or subcutaneous) or other non-invasive procedures. Faculty must inform students of the reasonable risks of any procedure/s required in the course.

Students are expected to both act as provider and recipient of these procedures. The student must notify the Instructor of Record of any condition or circumstance that would prevent them from acting as provider or recipient as soon as possible. In those cases, the faculty and student must identify alternative learning activities that would satisfy course requirements. In all cases, the student must be able to fulfill regular or alternative course activities in order to successfully complete the course.

Graduation Procedures

All graduating students are required to complete and submit a Petition for Graduation form to the Registrar’s Office. The deadline for petition submission is the first week of the term in which the student expects to graduate. The Petition for Graduation form must be filed even if the student is not planning to participate in commencement activities. All graduating students are assessed a graduation fee whether or not they plan to participate in commencement exercises. The graduation fee is applied to the cost of the final degree audit, preparation of records for licensing agencies, the diploma and cover, academic regalia worn at Commencement, and expenses for the commencement ceremony.

Petition for Graduation— Degree Conferral

Forms are available in the Office of the Registrar and on the Samuel Merritt College website. The form is used for several reasons, among them are the printing of the student’s name for the commencement program and diploma. Without this form, the Registrar’s Office cannot guarantee that a student’s name will appear in the program. Diplomas will not be printed without a petition on file in the Registrar’s Office. The appropriate program director/chair must approve all such petitions.

Waiver and substitutions to Catalog requirements must be submitted to the Registrar’s Office by department chairs and approved by the Academic Vice President and Provost.

Graduates: Eligibility to participate in the Graduation Ceremony

A petition for graduation must be approved and filed in the Office of the Registrar no later than the end of the first week of the semester in which commencement occurs. Commencement exercises are ceremonial only and in no way imply completion of program requirements or degree conferral. Completion dates (end of term) are posted on the transcript and the diploma is awarded **only** upon completion of all requirements for the degree.

Dates of Degree Conferral

Graduation dates posted on the transcript and on the diploma are the last day of the student's final term.

SAFE AND PROFESSIONAL PRACTICE IN CLINICAL SETTINGS

Policy

A student whose pattern of behavior is found to be unsafe and/or unprofessional may be excluded from a clinical practicum at any time and could receive a failing grade in the course. The student is referred to the program director/department chair and may be subject to further disciplinary action.

Guidelines

The student will demonstrate patterns of health care professional behavior which follow the legal and ethical professional codes; promote the well being of clients, health care workers, and self in the biological, psychological, sociological, and cultural realms; demonstrate accountability in preparation, documentation and continuity of care; and show respect for the human rights of individuals.

Indicators to be used as guidelines for evaluating safe and professional practice are:

Regulatory

The student practices within the boundaries of the applicable State Practice Act, the guidelines and objectives of the department, and the rules and regulations of the health care agencies. Examples of safe and/or professional practice include, but are not limited to the following:

- a. notifying the agency and/or instructor of clinical absence.
- b. adhering to the dress code.
- c. presenting for clinical practicum free from the influence of unprescribed psychoactive drugs, including alcohol.
- d. demonstrating accountability by making up missed clinical experiences, as designated by faculty member.
- e. arriving promptly for clinical assignments.
- f. meeting obligations in a timely manner.

Ethical

The student practices according to the relevant professional association's Code of Ethics, Standards of Practice, and the State Practice Acts. Examples of safe and/or professional practice include, but are not limited to the following:

- a. accepting assignments in keeping with the College's policy of non-discrimination.
- b. appropriately performing any activity related to clinical practice.
- c. reporting unethical behavior of other health care providers, including other students.
- d. demonstrating honesty in all aspects of clinical practice.

Biological, Psychological, Social, and Cultural Realms

The student's practice meets the needs of the human from a biological, psychological, sociological and cultural standpoint. Examples of safe and/or professional practice include, but are not limited to the following:

- a. displaying stable mental, emotional and physical behavior.
- b. following through on referrals or interventions to correct own areas of deficiency in clinical practice which, if ignored, may result in harm to others.
- c. building interpersonal relationships with agency staff, coworkers, peers and/or faculty that result in clear, constructive communication, promoting quality client care and/or unit functioning.
- d. being physically capable of carrying out essential procedures.

Accountability

The student's practice demonstrates accountability in the responsible preparation, documentation and promotion of continuity in the care of clients. Examples of safe and/or professional practice include, but are not limited to the following:

- a. communicating concisely both orally and in writing.
- b. documenting client behavior accurately and comprehensively.
- c. reporting questionable professional practices.
- d. undertaking activities with adequate orientation, theoretical preparation and appropriate assistance.
- e. demonstrating honesty in all aspects of practice.

Human Rights

The student's conduct shows respect for the individual, client, health team member, faculty and self, including, but not limited to the inherent legal, ethical and cultural realms. Examples of safe and/or professional practice include, but are not limited to the following:

- a. maintaining confidentiality of interactions.
- b. maintaining confidentiality of records.

- c. demonstrating honesty in relationships.
- d. using individual assessments which support quality patient care.
- e. recognizing and promoting patient's rights.

Dress Code

The purpose of the dress code is to establish standards which are consistent with the professional image and provide for patient safety while allowing for some individuality. Students are required to comply with the dress code policy of each affiliating clinical agency and adhere to faculty directive(s) regarding dress.

STANDARDS AND PROCEDURES FOR PREPARING THESES FOR ARCHIVING IN THE JOHN A. GRAZIANO MEMORIAL LIBRARY

Introduction

All Master's theses will be placed in the Library as part of the research archive of the College.

Paper

Paper for all manuscripts to be bound and placed in the Library should be on 20 lb. thesis paper, watermarked, with at least 25 percent rag content (acid-free is suggested).

Appearance

The final manuscript must be neat in appearance and free of errors. Hand-lettered corrections are not acceptable. Hand-lettered symbols or figures and signatures of approval must be done with black ink. All narrative must be double-spaced unless otherwise instructed.

Type

Times Roman 12, Arial 10–12 or Helvetica 10–12 type fonts are preferred. Other type fonts, which yield 200–250 words per page, may be substituted with permission of the research advisor. All type must be uniform throughout with the exception of special materials, tables, or appendices. Letter quality typeface is required; dot matrix is unacceptable.

Margins

Standard margins are: left 1.5", right, top and bottom all 1". These margins must be observed on all pages, including those on special and oversize paper used for illustrative materials, photographs, pages which are reduced in size, as well as the preliminary pages, text, references, and appendices. The right-hand margin may be uneven or justified. Words should not be hyphenated in an attempt to keep the margin uniform.

Numbering Pages

Each page number will be located in the upper right-hand corner within the margin. Every page is numbered except the title page. The title page is counted, but not numbered. The preliminary pages are paginated in lower case Roman numerals, beginning with the approval page, which is numbered ii. The text and reference pages are paginated in Arabic numerals, beginning with 1 on the first page of text and continuing consecutively to the end of the manuscript, including appendices and addenda, if any.

Photographs or other illustrative materials requiring special management may be included and arranged within the text at the discretion of the research advisor.

Binding

Manuscripts of theses must meet specific physical standards to assure the longest potential useful life. The Library requires two copies. Manuscripts are to be submitted to the Office of the Academic Vice President and Provost on 20 lb. thesis paper, watermarked, with at least 25 percent cotton rag content. These manuscripts are then sent to the Library for binding. The Library will have them bound using International Binding Institute's Standard color #57 with gold lettering. One copy will be placed in the reference collection, the other in the circulating collection.

It is customary for research advisors to be given a copy of the thesis. These courtesy copies and any additional copies desired by the students may be photocopied and bound (using any format of binding) at the student's expense.

Manuscripts may also be submitted as PDFs.

Academic, Personal & Professional Integrity

Academic Integrity

Academic integrity is expected of all faculty, staff and students in order to promote a productive and safe environment for learning. Key components of academic integrity are communication and mutual respect among the members of the Samuel Merritt College community. Faculty, staff, and students are expected to abide by the codes of conduct and ethics of this College, as well as, the code of ethics of their respective professions, which includes reporting misconduct to the appropriate authorities. Lack of academic integrity includes, but is not limited to, plagiarizing, cheating, deception, breach of confidentiality, failure to report a clinical error, falsifying research results, and failure to confront and/or report misconduct of others.

Faculty members reserve the right to evaluate individual cases of academic dishonesty by a student and to take appropriate action, which may include failure on a paper or exam or failure in the course. Faculty may also recommend censure, probation, suspension or dismissal to the Academic Vice President. A written report of any action will be placed in the student's file in the Office of the Registrar. If the student's status in the program is affected, a permanent notation will be made on his/her transcript.

Regardless of any action taken by the course faculty member, lack of academic integrity constitutes grounds for suspension or dismissal from Samuel Merritt College through the Office of the Academic Vice President.

Faculty and staff standards of conduct and consequences are delineated in the Faculty-Staff Handbook.

Code of Ethics

We, the faculty, staff, and students of Samuel Merritt College, share the conviction that the interactions among ourselves and between us and our community are founded in mutual trust, respect, and consideration. We are dedicated to a code of ethics which sets forth moral principles for positive human interaction.

- We agree to be trustworthy.
- We agree to be just in our evaluations and decisions.
- We agree to respect human dignity and cultural and personal differences among people, and to be sensitive to these in our respective roles.
- We support individuals' rights to autonomy and to pursue their own life decisions as long as they do not infringe upon the rights of others.
- We agree to be accountable for our decisions and actions, and for our roles and interactions among others.
- We are committed to life-long learning, continual self-assessment, and the conscientious and diligent pursuit of excellence in our respective fields.

- We believe in working together as a team toward the common good and for academic purposes.
- We observe the confidentiality of information and records in our charge.
- We agree to abide by the written standards and codes of ethics and conduct of our respective professions.

There are related policies and procedures which expand the Code of Ethics. Some of these include the codes of ethics and standards of practice for the respective professions, the Academic Integrity Policy and the student Code of Conduct, faculty and staff personnel policies (published in the Faculty-Staff Handbook), and individual departmental policies and handbooks.

Code of Conduct

Students enrolled at Samuel Merritt College assume an obligation to conduct themselves in a manner compatible with the philosophy of the institution, the codes of ethics, and California laws and regulations pertaining to their respective professions. Behaviors for which students are subject to discipline include but are not limited to the following categories:

1. Violation of College policies or residence regulations;
2. Dishonesty, including but not limited to, cheating, plagiarism, forgery, alterations, or misuse of College documents or records;
3. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other authorized College activities, including clinical experiences;
4. Physical, verbal, or written abuse of any person, implicit or explicit, or endangering the health or safety of any person;
5. Theft of or damage to property belonging to the College or to a member of the College community or a campus visitor;
6. Unauthorized entry or use of College facilities;
7. Failure to comply with directions of College officials acting in the performance of their duties, including the reasonable request for students to identify themselves;
8. Possession or use of firearms or explosive devices of any description (see "Weapons" policy, Campus Policies);
9. Violations of policy on alcoholic beverages and illegal substances;
10. Failure to conform with stated institutional policies and procedures;
11. Misrepresentation of the College and/or its policies and philosophy;
12. Behavior which seriously jeopardizes the safety of others;
13. Violation of California laws and regulations;
14. Violation of codes of ethics and standards of practice for the respective professions.

Disclosures/Truth in Information

Refer to the policy in the Academic Policies section.

DISPUTE AND GRIEVANCE POLICY

Policy

Samuel Merritt College provides a process by which student disputes and grievances are managed and resolved. The procedures below may be used by grievants who are enrolled as students on the main campus or any affiliated learning center of the College. Grievances cannot be filed on behalf of another person. This policy does not apply to disputes or grievances involving:

1. Purchases or contracts
2. Claims of sexual harassment/sexual misconduct (see page 106 for policy and procedure).
3. Policies or procedures of general applicability

Students are expected to demonstrate good faith efforts to resolve differences with those directly involved (most often a faculty member), as soon as possible after the event(s).

Procedure

If the involved parties are unable to resolve the problem within (5) five working days of the event(s), the student shall contact:

Step 1

The highest academic or administrative officer of the school, department or program in which the student is enrolled. That officer will provide the student with any applicable internal dispute resolution procedure (required by the department or school) and attempt to achieve a satisfactory resolution to the dispute. A written decision by the academic or administrative officer must be rendered within (10) ten working days of presentation of the dispute and presented to appropriate party/s involved in the dispute.

Step 2

If an adverse decision is made, the student may accept the terms of the decision and comply with its conditions or the student may appeal the decision to the College Grievance Committee (CGC). Request for appeals to the CGC must be submitted in writing to either the Office of Academic Affairs or the Office of Enrollment and Student Services by the student within 5 working days of the adverse decision.

If the issue involves an academic matter, the written grievance should be submitted by the student to the Office of the Academic Vice President. If the issue involves a behavioral matter, the written grievance should be submitted by the student to the Office of the Assistant Vice President of Enrollment and Student Services (see scopes of authority below). The involved vice president records the notification of grievance and forwards all

pertinent written information to the chair of the CGC for hearing, deliberation and recommendation.

Academic Matters

Scope. Matters relating to academic performance and behavioral issues or complaints related to the classroom or academic environment are under the final jurisdiction of the Academic Vice President and include, but are not limited to, the following that occur within the academic setting (including the clinical environment):

1. Exceptions to academic policy as determined appropriate for review by the Academic Vice President.
2. Student academic rights
3. Student performance evaluations and grading
4. Academic dishonesty/code of ethics (refer to Academic Integrity Policy)
5. Behavior in the classroom or clinical environment, including act or threat of intimidation
6. Violation of the Code of Conduct

Behavioral Matters

Scope. Matters related to behavioral misconduct outside of the classroom or clinical lab, or clinics are under the final jurisdiction of the Vice President of Enrollment and Student Services and include, but are not limited to, the following that occur outside of the academic setting:

1. Act or threat of intimidation or harassment outside of the classroom or clinical environment
2. Act or threat of physical aggression
3. Violation of housing contract
4. Violation of non-academic student rights
5. Violation of the Code of Conduct
6. Violation of the Code of Ethics
7. Behavior in the classroom or clinical environment, including act or threat of intimidation.

Grievance Investigation and Hearing

The chair of the CGC shall select a hearing date occurring not more than (10) ten working days after the filing of the notice of grievance and shall notify the grievant and the vice-president under whose jurisdiction the dispute rests. These notices shall include the date, time and place of the meeting.

The CGC shall have full discretion regarding the investigation of the dispute, including the evidence to be received, the selection of persons to be interviewed, and the method of interviewing such persons. In all cases, the grievant will be provided an opportunity to speak with the CGC.

Following the receipt of evidence, the committee shall deliberate and render its decision and recommended sanctions within (3) three working days following the conclusion of the hearing to the appropriate vice president. A valid decision will constitute a simple majority arriving at a common conclusion.

Action

The decision of the CGC may include any of the following recommendations:

1. Dismissal of the complaint;
2. Censure ranging from oral reprimand to permanent written reprimand, that would become a part of the grievant's official academic record;
3. Probation resulting in maintenance of student status on condition as determined by the CGC;
4. Suspension resulting in the temporary loss of student status until a specified date or satisfaction of conditions;
5. Dismissal resulting in the permanent loss of student status;
6. Such other action as deemed appropriate by the CGC including modification of a previously assigned course grade.

Step 3

The vice-president has (5) five days to provide written notice of an approval or disapproval of the CGC recommendation. The vice president has the right to extend this review period to accommodate further investigation with written notification to the parties involved. The written decision, inclusive of CGC recommendation, will be distributed by the vice president to the grievant/s and the administrative officer of the program in which the student is enrolled.

Decisions by the vice president will normally be limited to determination of adherence to policy and procedure, investigative diligence and due process. In cases involving recommendation of suspension or dismissal, and the vice president disapproves the recommendation, he/she shall provide written notice to the CGC of that decision including the reason for disapproval prior to notification of the grievant. The chair of the CGC may request a meeting with the CGC and the vice president to resolve differences.

Any action resulting in dismissal or suspension of the grievant from the College is subject to review and approval of the vice president under whose jurisdiction the dispute rests. The decision of the vice president is considered final.

Grievance Committee Operational Guidelines

1. The College Grievance Committee is a standing committee of the Faculty Organization. The committee will be appointed by the President of Faculty Organization to consist of 2 regular/annual faculty, 1 staff member and 2 students. A chair will be elected by committee members. Details of membership regarding this committee are found in the guidelines of the Faculty Organization.
2. Staff in the Office of Student Services may serve as a student resource or support at the direction of the grievant or appropriate faculty or staff recommendation.
3. In the event that the full CGC cannot be convened, the President of the Faculty Organization may convene an ad hoc committee consisting of 2 faculty, 1 staff and 2 students. The President of Faculty Organization may exercise the right to appoint other representatives as necessary.
4. If, in the opinion of the chair, as determined from the notice of grievance, other involved parties or witnesses should be present at the meeting, notice shall also be given to these persons
5. The meeting shall be closed to the public and only the grievant/s, the person whose decision is being grieved, and witnesses requested by the parties and approved by the CGC chair, shall be present.
6. All testimony and relevant information from the review will be kept in confidence, in accordance with the federal Family Educational Rights and Privacy Act or other applicable federal law; any failure to maintain confidentiality may result in a charge of violation of the Academic Integrity Policy.
7. In the case of disputes or allegations involving more than one grievant the CGC chair has the discretion to hold one hearing for all parties concerned or a separate one for each person.
8. The grievant and other parties to the dispute shall be present at all phases of the hearing, except the committee deliberations. In matters involving violations of the Academic Integrity Policy, an advisor can be appointed by the chair or selected by the grievant/s, for each party involved.
9. Witnesses shall not be excluded from the meeting during the testimony of other witnesses, unless, in the chair's sole discretion, it is appropriate to exclude them.
10. Formal rules of evidence shall not be in effect and the committee shall consider all available evidence including examination of documents and receipt of oral testimony it considers relevant. No attorney at law who represents any of the involved parties shall take part in the meeting.
11. Members of the committee shall have the sole power to examine witnesses and may consider the reasonable requests of the grievant and other involved parties in exercising that power.

12. Any and all transcripts, member notes or other written record of the proceedings shall be forwarded to the appropriate vice president's office after the hearing and archived.
13. Students who serve on the Grievance Committee are chosen by the Student Body Association (SBA).
14. If the presiding officer detects a bias that may interfere with the impartial consideration of information by any voting member of the CGC that may significantly affect the outcome of the Committee's decision, the chair may remove that member. Deliberations will continue with the remaining members. If this situation occurs and there is a tie vote, the Committee will continue deliberating until a majority vote is reached.

Note

The timelines specified in this policy may be extended due to extenuating or extraordinary circumstances, with approval of either vice president.

Impartial Hearing

Samuel Merritt College as an academic community recognizes that any student whose conduct (academic or non-academic) has been questioned by appropriate authority or who has been penalized for inappropriate conduct has the right to a fair and impartial hearing. (See Dispute and Grievance Policy.)



Campus Policies

Alcoholic Beverage Policy

Student groups may include alcoholic beverages at official functions at the college provided the following guidelines are explicitly followed:

1. The Assistant Vice President of Enrollment and Student Services must approve the "Request to Serve Alcoholic Beverage in the Health Education Center" form which is submitted no later than three working days prior to any event where serving of alcoholic beverage is planned.
2. All existing state laws are followed, including the authorized drinking age.
3. A student or other attendees at events with alcoholic beverages will be allowed to consume no more than three eight-ounce glasses of wine or three twelve-ounce glasses of beer.
4. Only wine and beer may be served at student functions.
5. Each event must have a faculty or professional staff person together with a student coordinator responsible for and in attendance at the event.
6. Security will be required (about one guard per 100 participants).
7. Samuel Merritt College and/or the person serving alcoholic beverages reserve the right to refuse to serve alcoholic beverages to anyone during a student sponsored event.

Authority To Obligate The College

Authorization to purchase within established signature authority is limited to administrative officers of the College, the chief administrative officer of each academic program, and designated program and administrative directors.

Designated members of the Student Body Association (SBA), such as class representatives, presidents of recognized clubs and organizations, and executive board members may represent the SBA; however, cannot represent or obligate Samuel Merritt College.

Bulletin Boards

Numerous bulletin boards are located in the Bechtel Hall lobby near the front desk, Peralta Pavilion, and in Lower Towne Court. Students will be notified of policy changes and updates via email. These updates will also be posted on the website. The Registrar's bulletin board is a glass enclosed case located in the lobby off Lower Towne Court and outside the Registrar's Office in Peralta Pavilion. Class bulletin boards located on Lower Towne Court hallways are for official course use only. Students are responsible for reading bulletin boards for information regarding courses and registration. Other bulletin boards are designated for specific purposes, i.e., Student Government activities, CNSA, Saint Mary's College, and Financial Aid/Job Opportunities notices. Bulletin boards in the stairways and in the Peralta Pavilion

Student Lounge are for students' use to post any notices. Notices posted on walls, doors or other than on bulletin boards will be removed and discarded. The College's electronic bulletin boards also serve these purposes.

Campus Sex Offenses

Students, faculty, and staff are required to report sex offenses to the Assistant Vice President of Enrollment and Student Services and to Security. As required by the Higher Education Amendments of 1992, the College provides an annual report of campus crime statistics, including all sex offenses. See Campus Security Act of 1990 in the Federal and State Regulatory Policies section.

Copyright

It is the intent of Samuel Merritt College to adhere to the provisions of copyright laws and Congressional guidelines. The College recognizes that unlawful copying and use of copyrighted materials contributes to higher costs for materials, lessens the incentives for development of quality educational materials, and fosters an attitude of disrespect for law which is in conflict with the educational goals of the College.

The College directs that faculty, staff, and students adhere to all provisions of Title 17 of the United States Code, entitled "Copyrights," and other relevant federal legislation, guidelines and court rulings related to the duplication, retention, and use of copyrighted materials including printed and published documents, computer software programs, videotapes, audio and video files, and other audio-visual programs.

The Director of the John A. Graziano Memorial Library shall make guidelines which are reflective of current law available for use by the faculty, staff, and students.

Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 10 business days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will arrange for access and notify the student of the time and place where the records may be examined.
2. The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the College to amend a record that they believe is inaccurate. They should write to the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student,

the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

FERPA also permits disclosure of directory information without consent unless the student has filed a Request for Non-Disclosure of Directory Information. Directory information at Samuel Merritt College includes: student's name, program of enrollment, credit hour load (for example: full-time, part time), periods of enrollment, major and minor fields, degree(s). More detailed information can be found on page 142.

Emergency and Disaster Plan

See Emergency and Disaster Plan section of this Catalog/ Student Handbook.

External Image Of The College

The Office of the President is responsible for monitoring and maintaining the external image of the College as it is portrayed in the media—print, television, radio, on-line—and as it is presented in publications and other printed materials produced by the College. In this role, the Office of the President will:

1. Be informed about and appropriately involved from the outset in the production of any College publication being planned by College departments and being distributed to external audiences of 100 or more.
2. Approve the general tone, concept and appearance of any

College publication designed for external distribution at a point in the production process where modifications are possible and with a reasonable timeframe for response by the Office of the President.

3. Assure that the image portrayed of the College in the media and among external audiences is consistent and in keeping with the decisions of College administration.
4. Be informed about and appropriately involved from the outset in the development of any external marketing and/or advertising campaigns being planned by College departments.
5. Serve as the central clearinghouse for all press releases produced by the College or other information provided to the media (see policy on Press Releases).
6. Be informed about any official gathering where the external image of the College is under discussion, and be involved in any decision making on the image of the College.
7. Be informed about and, where possible, involved in any College-related interactions with the media by individual members of the College administration, faculty, staff, or student body.
8. Maintain a full roster of all materials and publications produced by the College for record-keeping and general distribution as appropriate.
9. Maintain all information related to the proper use of the College logo and colors. Maintain the College logo on disk for use by others in the College.
10. Manage and approve any changes in College stationery, business cards, or other generic College printed materials.

Free Assembly

The College encourages intellectual and personal development through student inquiry and continuing communication. Students are encouraged to engage in informal and formal dialogue, committees and meetings. All public assemblies must be peaceful and orderly, allow for freedom of expression, and not interfere with the continued performance of the functions of others. Students wishing to organize political or other meetings that directly or indirectly solicit students must consult with the Assistant Vice President of Enrollment and Student Services.

Fundraising

Support from a wide variety of sources allows Samuel Merritt College to continue to operate as a private institution free from the constraints of tax-supported schools and colleges. Gifts and grants come from many sources, including individuals, government, corporations, foundations, and myriad small businesses in our area. Voluntary support is critical to the operation of the College, particularly so in the areas of student scholarships, new equipment, facilities needs, and program development.

Individuals who provide support to the College include alumni, faculty, staff and friends of the College, as well as the Board

of Regents, the parents of students and alumni, members of the medical community, and those interested in private higher education for health professionals. The corporate community includes local as well as national corporations, some of which are in the health care field and others of which recognize the significant role skilled, well-educated professionals play in the health care of their employees. Similarly, many local and national foundations understand the need for skilled health professionals and have set aside funds for competitive grant applications from institutions such as Samuel Merritt College.

In order to operate a fund development program for the College that is both meaningful to the institution and at the same time to the donor, it is necessary to establish certain guidelines for the solicitation of gifts and grants from members of our constituencies for any amount—big or small. These guidelines are essential for a number of reasons; chiefly, they are designed to:

1. Assure the objectives of the fundraising effort are in line with the goals and objectives of the College;
2. Assure that the donor is properly acknowledged for his/her gift and is not subjected to numerous and overlapping solicitations;
3. Assure the funding, through gifts and grants, is used for established institutional priorities and consistent with donor intentions; and
4. Preserve the nonprofit status of the College and, at the same time, assure the donor that his/her gift is tax deductible to the full extent of both the Internal Revenue Service and the State of California codes.

As a result:

1. No fundraising on behalf of Samuel Merritt College or any of its parts and operating units will be initiated without the express permission of the Department of Development.
2. No gift or grant will be accepted that does not further the goals and objectives of the College or which is given with such restrictions that it may jeopardize the College's nonprofit status or the donor's charitable deduction.
3. All "gifts-in-kind" shall serve an immediate purpose of the College. Other gifts of tangible, personal property are also welcomed. The acceptance of such gifts will necessitate prior approval from the Department of Development.

All gifts and grants should be routed through the Department of Development. The Department of Development may consult with the legal counsel and/or the governing board if the acceptance of a particular gift or grant could possibly jeopardize the institution, the reputation of the institution, or the donor.

Fundraising at the College is a cooperative effort of many persons, including but not limited to members of the governing board, special fundraising committees, the President, vice presidents, deans, directors, faculty, staff, students, alumni, parents, and friends.

The fundraising priorities for Samuel Merritt College are established by the Board of Regents in cooperation with the Department of Development and President's Council. Please refer to the Solicitation policy regarding sales and fundraising activities for additional information.

Identification Badges

Each employee and student is issued an identification badge. An ID badge must be on your person and visible at all times while on campus. ID badges are used for entrance into College and Medical Center facilities.

It is a violation to give an ID badge to another person for any reason. Report lost badges immediately to Media Services. The lost card will be deleted from the system and a new card will be issued. There is a \$5 charge for a new badge. Please complete a New ID Request Form, which is available at the Bechtel Hall Front Desk or in Media Services.

Institutional Review Board

Samuel Merritt College operates under the U.S. Department of Health and Human Services (USDHHS) and Food and Drug Administration (FDA) regulations for the Protection of Human Research Subjects (Title 45 of the code of Federal Regulations, Part 46). The Samuel Merritt College Institutional Review Board (SMCIRB) assumes full responsibility for review of research proposals involving human subjects and generated by Samuel Merritt College faculty, staff, and students. The SMCIRB facilitates ethical research and ensures that research at SMC is conducted in full compliance with both the letter and the spirit of regulations designed to protect the rights and welfare of human subjects recruited to participate in research conducted under the auspices of SMC. Operating Policies and Procedures for the Samuel Merritt College Institutional Review Board are available from the Institutional Review Board Administrator.

Sexual Harassment/Sexual Misconduct Policy

Samuel Merritt College believes that sexual harassment/misconduct has no place in the academic environment, and the College will not tolerate it. Additionally, under state and federal laws, sexual harassment of employees or students is illegal. Samuel Merritt College takes the matter of sexual harassment and misconduct very seriously; indeed, the College and individual employees and/or students may be legally liable for acts of harassment. Therefore, any acts of sexual harassment or misconduct should be reported immediately to the Assistant Vice President of Enrollment and Student Services. After a thorough investigation, anyone found to have violated this policy will be subject to disciplinary action—up to and including dismissal/discharge from the College.

Complaint Procedure

1. The employee/student should let the offending person know immediately and firmly that he/she is rejecting the advance or invitation and/or finds the conduct offensive.
2. The employee/student should report the matter to the Assistant Vice President of Enrollment and Student Services, who will make a complete investigation. It is important that the employee/student report everything to the investigator so a thorough investigation can be made. To the extent possible, the complaint and investigation will remain confidential. If the employee/student feels that a retaliatory action has been taken because he/she has filed a complaint, that action should be reported as well.
3. The investigator will investigate the matter thoroughly, and appropriate discipline up to and including dismissal from the College will be imposed if warranted. Any incidents of further harassment or retaliation should be reported immediately to the Assistant Vice President of Enrollment and Student Services.
- d. Such conduct creates an intimidating, hostile, or offensive work/academic environment.
2. It is improper for an employee/student to make sexual advances or to offer or suggest sexual favors or activity in exchange or in consideration for any personnel/academic action.
3. It is improper to retaliate against an employee/student for refusing a sexual advance or for refusing a request, demand or pressure for sexual favors or activity or to retaliate against an employee/student who has reported an incident of possible sexual harassment to the College or to any government agency.
4. It is not possible to identify each and every act which constitutes or may constitute sexual harassment. However, certain conduct is clearly improper and is strictly prohibited. Persons engaging in this conduct, or other similar acts, will be subject to discipline up to and including dismissal from the College. Such acts might include:
 - a. Any unwanted, intentional touching of an employee/student by another may be sexual harassment and is prohibited. Due to the possibility of misinterpretation of acts by other employees/students, the College discourages all roughhousing or physical contact, except that contact necessary and incidental to an employee's job/student's academic status. Further, certain kinds of physical conduct in the work/academic environment are particularly inappropriate and may be grounds for immediate discipline, including dismissal from the College. That conduct includes, but is not limited to:
 - (i) Kissing or attempting to kiss an employee/student;
 - (ii) Touching or attempting to touch or pretending to touch the breasts, buttocks or genitals of an employee/student;
 - (iii) Physically restraining by force or blocking the path of an employee/student when accompanied by other conduct of a sexual nature;
 - (iv) Any other touching or attempted touching reasonably interpreted to be of a sexual nature.
 - b. Sexual advances, unwelcome requests, demands, or subtle pressure for sexual favors or activity, lewd comments and sexual innuendoes are also prohibited. This conduct includes, but is not limited to:
 - (i) Comments to an employee/student or others about the body of an employee/student which are intended to draw attention to the sex of the employee/student or can reasonably be interpreted to draw attention to the sex of the employee/student;
 - (ii) Comments to the employee/student or others about the sexual conduct, capability, or desirability of an employee/student;

Definition of Sexual Misconduct

Sexual misconduct includes a range of behaviors used to obtain sexual contact against a person's will. Sexual misconduct is defined as sexual contact without consent by someone you know or a stranger and includes: intentional touching without consent, either of the victim or when the victim is forced to touch, directly or through clothing, another person's genitals, breast, groin, thighs or buttocks; rape (sexual intercourse without consent whether by someone you know or stranger; attempted rape; sodomy (oral or anal intercourse) without consent; or sexual penetration with an object without consent. To constitute lack of consent, the acts must be committed either by threat, force, and intimidation or through the use of the victim's mental or physical inability such as when the victim is physically or mentally incapacitated by alcohol or other drugs.

Definition of Sexual Harassment

1. The prohibition applies to all employees/faculty/students, and in particular to supervisors (including direct supervisory and other management staff). A sexual advance violates this policy regardless of whether the advance is expressly related to the affected employee's/student's employment/academic status. It is improper to make sexual advances, ask for, demand or seek by subtle pressure sexual favors or activity from an employee/student, or to subject another employee/student to verbal or physical conduct of a sexual nature where:
 - a. The submission to such behavior is a condition of any employment/academic opportunity, benefit, job retention, grade; or
 - b. The submission to or rejection of such conduct is used as a basis for employment/academic decisions; or
 - c. Such conduct has the purpose or the effect of unreasonably interfering with the individual's work/academic performance; or

- (iii) Cat calls, whistles, or other conduct reasonably interpreted to be of a sexual nature.
 - c. Sexually suggestive gestures are also prohibited.
 - d. It is improper to subject employees/students to photographs, cartoons, articles, or other written or pictorial materials of a sexual nature after the employee/student has expressed his or her displeasure with such activity. These materials may be offensive to the public as well and should not be on display in offices or public areas in any event.
 - e. This policy is not intended to prohibit employees/students from asking other employees/students for social engagements. However, repeated requests where prior social invitations have been refused can be interpreted as sexual harassment. Employees/students should refrain from persistent invitations after an employee/student has indicated that such invitations are unwelcome.
5. **The conduct described in this policy is strictly prohibited.** If anyone, including non-employees/non-students, engages in such conduct, it is important that the conduct be reported to a member of the administrative staff. It is not possible for the College to enforce this policy if incidents of harassment are not reported. The procedure to follow if the employee/student feels that he/she has been subjected to sexual harassment is set forth in this Catalog/Handbook.

Smoking

In consideration of the philosophical obligations inherent in being a College dedicated to the preparation of health care professionals and with concern for the effects of second-hand smoke, Samuel Merritt College is a smoke-free campus in all of its buildings and grounds.

Solicitation

Sales

Students, alumni, and other members of the Samuel Merritt College community may make arrangements with the Office of the President to provide goods and services to the Samuel Merritt College community (e.g. symphony ticket sales). All sales by non-campus individuals and groups must be registered and approved by the Office of the President.

Fundraising Activities

Student organizations may engage in activities to raise funds for such things as class social events, ceremonies, conference fees, and scholarships. Approval for these activities is required by the organization's faculty advisor, the Assistant Vice President of Enrollment and Student Services, and the Executive Director of Development. Other members of the Samuel Merritt College community, and off-campus groups may make arrangements with the Development Department to conduct charitable fundraising activities.

Weapons

In the interest of the safety and security of all faculty, staff, students, guests and visitors to the College, and in maintaining compliance with applicable Penal and Education Codes, the possession of:

1. firearms
2. weapons
3. any device, instrument, or item deemed to be a firearm or weapon or used in a threatening manner
4. fireworks and other devices of an explosive nature is strictly prohibited on the Samuel Merritt College and Alta Bates Summit Medical Center properties. Exceptions to this policy are members of federal, state, county, and local agencies authorized by specific law to possess firearms/weapons in the performance of their duties. Persons found guilty of violating this policy are subject to suspension or dismissal from the College.



Student Life and Student Services

ACADEMIC AND DISABILITY SUPPORT SERVICES

Disability Services

The Samuel Merritt College Affirmation of Nondiscrimination statement is as follows: “Samuel Merritt College does not discriminate on the basis of sex, age, race, color, ethnic or national origin, disability or handicap, religion, marital status, sexual orientation, or status as a Vietnam-era veteran in the administration of employment, admission, financial aid, or educational programs. Nondiscrimination is consonant with the principles and practices of the College and is required by Section 504 of the Rehabilitation Act of 1973, Titles I and III of the Americans with Disabilities Act of 1990, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1974, and by various other federal, state and local statutes and regulations.”

Facilities at the College have been modified to assist students with disabilities toward their educational goals. Arrangements may be made to help students with learning differences and those with physical and emotional challenges pursue a successful program of study. The Director of Academic Support and Disability Services oversees the accommodations for disabled students. The Director, in collaboration with the Vice President of Enrollment and Student Services, is responsible for investigation and handling student complaints of discrimination and overseeing compliance with various laws and policies in cooperation with Samuel Merritt College’s Human Resource Office. If there is an unresolved disagreement over the appropriateness of a particular academic accommodation or complaints of discrimination, the Vice President of Enrollment and Student Services makes a final determination in the matter following dispute resolution procedures outlined in the College Catalog/ Student Handbook.

The College maintains a list of the cognitive, affective, and psychomotor skills deemed essential to the completion of each entry-level professional program and to perform as a competent generalist practitioner. These guidelines are available from the Office of the Director of Academic Support and Disability Services (phone 510.869.6616) and on the Samuel Merritt College web site at www.samuelmerritt.edu under Disability Services.

The College will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty, or are unduly disruptive to the educational process.

Learning Assistance

The Office of Academic Support Services provides academic support in a variety of formats to all Samuel Merritt College students. Our programs are designed to help all students—from those experiencing academic difficulty to those who want to become more efficient and effective learners. We believe that teaching-learning is a shared process and we encourage students to participate in their own professional and academic development. Our focus is to provide all students with a supportive environment where they can improve their study skills and master course content.

Tutorial Services

Tutorial Services offers subject specific peer tutoring to both undergraduate and graduate students. Although tutoring may be limited, all efforts are made to accommodate as many requests as possible. The College believes that tutoring is a shared process of teaching-learning where the learner is free to question, to participate in his/her own academic growth, and to experience an encouraging learning environment. The program’s focus is to provide all students with a supportive environment where they can improve their study skills, develop their professional practice skills, and master course content.

Each semester faculty members nominate students who might serve as effective tutors. Student tutors are provided with a hourly stipend. Faculty may refer a student for tutoring or a student can seek the service on their own. Requests for tutorial service are available in Bechtel Hall, first floor or can be completed and submitted on-line through the College’s web site. For more information contact the Director of Academic Support and Disability Services at 510.869.6616.

Academic and Writing Assistance

Study skills information, improved test-taking strategies, and assistance with college writing are available on an appointment basis for any student seeking personal analysis of their learning methods and guidance in developing effective collegiate learning and writing strategies. Small group workshops can also be arranged on strategies to improve classroom learning. Contact the Director of Academic Support and Disability Services 510.869.6616 or the Student Services Coordinator 510.869.6511, x4672 for more information.

The Community Learning Series, offered each semester, are one-hour seminars usually held at lunchtime. They cover a wide variety of community suggested topics. These usually focus on an important aspect of learning or on personal/professional development. The informal seminars are free and open to all members of the College community.

Bookstore

Located on the Oakland campus in Peralta Pavilion, Room 2710, the Samuel Merritt College Bookstore is open Monday and Tuesday, 9:00AM until 6:00PM, and Wednesday and Thursday, 9:00AM until 5:00PM, and Friday, 9:00AM until 2:00PM, and is operated by The Follett Higher Education Group.

A full range of services are available, including textbooks, special book orders, school supplies, Samuel Merritt College gear and clothing, drinks and snacks, as well as other healthcare student needs.

Contact the bookstore via telephone at 510.869.1504, visit the bookstore through the College website, or at www.efollett.com and select “school.”

Ceremonies and Events

The College and its departments sponsor annual ceremonies and events to recognize achievement, celebrate progress, communicate information, and to build a stronger sense of community among the College’s varied constituencies. Commencement is coordinated in the Office of Academic Affairs. Department-sponsored ceremonies and events are coordinated by the department’s faculty and staff. Significant events include:

- *Closure Ceremonies*
Special “end of program” activities for each program which are sponsored by an academic department. These may include graduation dinners, award ceremonies, professional honor society events, and professional ceremonies.
- *Nursing Program Pinning*
Held during the academic year by the School of Nursing for undergraduate nursing and entry-level master of science in nursing students who complete pre-licensure or undergraduate degree requirements. Pinning is a ceremony of special historic and symbolic significance in which students receive the insignia of the nursing program in the form of a pin to be worn with their professional attire.
- *Commencement Ceremonies*
Commencement events include ceremonies for the undergraduate, graduate, and doctoral programs. Commencement is held in May.
- *Convocation*
An academic ceremony held in September which marks the beginning of the academic year.

Counseling & Wellness Center Services

The Samuel Merritt College Student Counseling & Wellness Center promotes healthy lifestyle choices, encourages a holistic philosophy and balance to life, and combines a pro-active, posi-

tive approach to healthy living. The staff at the Samuel Merritt College knows that student life can be a difficult transitional period with increased pressure and stress. We try to help students understand this period, find ways of coping with crises and function more effectively in the college environment by assisting them in defining and accomplishing their personal and academic goals. To meet this goal we offer free, confidential counseling and wellness services to all registered students to help with personal, emotional, psychological, relationship and family concerns.

Services offered through Counseling and Wellness Services include:

- Short term Individual & Couple’s Counseling (10 sessions per student, per calendar year)
- Crisis Intervention
- Mental Health & Wellness Consultation
- Outreach & Presentations
- Health & Wellness Workshops
- On and Off-Campus Referrals

All services are free of charge for students.

What is Counseling?

Counseling is a process which helps people resolve personal, academic, social, or vocational concerns. The purposes of counseling are to help students make the best decisions possible and to provide support to carry out these decisions. Through this process, students often become more aware of themselves, more independent, and more effective in the pursuit of their personal goals. Short-term personal psychotherapy (10 sessions per student, per year) is available at no charge to assist students experiencing personal difficulties. Common student concerns include problems such as adjustment to college, academic concerns, depression, anxiety, relationships with peers or family, sexuality, alcohol or drug use, body image, suicidal thoughts, self-esteem, mood swings, disordered eating, trauma, and stress. Counseling providers includes licensed counselors, clinical psychologists, counseling interns, and other mental health providers. Referrals to community resources are made as appropriate.

The counseling center staff values the privacy of all clients and can not release information without the student’s written permission, except in cases of imminent danger to self or others, child/elderly abuse, court order, or otherwise required by law. Counseling records are not part of academic records and no one has access to them except the counseling center staff.

Scheduling Appointments

Your first appointment will provide you with an opportunity to talk confidentially with a counselor about your immediate concerns. By the end of the appointment, your counselor will be able to offer you some initial impressions of what resources or services would be most helpful for you. Samuel Merritt students at each campus location can assess these resources as follows:

Students at the **OAKLAND, SAN MATEO, & SAN FRANCISCO** campuses can make initial appointments by contacting (510) 869-1516. The Oakland Counseling Center Office is open Monday - Friday between 9:00 - 5:00 p.m.

Students at the **SACRAMENTO** campus can contact the Sutter Employee Assistance Program (EAP) Resources at (800) 477-2258

Wellness Programming

Wellness consultation and outreach services are provided to the Samuel Merritt College community throughout the academic year. These services include a variety of programs aimed at enhancing the learning environment of the institution and can range from individual workshops and outreach to faculty, students, and staff, to larger group programs including orientation, conferences and presentations. Wellness services are designed to proactively help students become more aware of healthy choices before problems have a chance to start.

Employment (student)

Student employment offers students the opportunity to help meet college expenses and gain valuable job experience. A list of current student employment opportunities is posted at the Samuel Merritt College Campus Service Center. A variety of student positions are available at the College, and at Summit Medical Center (depending on work study eligibility). Most student positions pay \$12.00/hour (some specialized positions pay \$14/hour). Students may work a maximum of 20 hours/week and 8 hours/day while attending classes. During breaks and summer vacation, additional hours may be worked, up to a maximum of 40 hours/week and 8 hours/day. All students must complete paperwork with the Campus Service Center before beginning any student employment. Please contact the Campus Service Center at 510.869.1550 for more information.

Escort Service

It is advisable for students leaving the campus after dark to call for a guard to escort them to their cars. Arrangements for escort service can be made through the Summit operator or the receptionist at the College. This service is available in the 24 block area between Broadway and Telegraph and 30th and 36th Streets.

Any threats to security should be immediately reported to a resident assistant, if on a student floor, or to Security if elsewhere in the College.

STUDENT HEALTH SERVICES AND INSURANCE

Maintaining good health is an essential part of education. Student Health Services at Samuel Merritt College are provided by a nurse practitioner at the Oakland campus and by Sutter @ Work at the Sacramento Campus. San Francisco and San Mateo students will use Student Health Services in Oakland. The clinic offers health care screening and maintenance as well as care for on-going and acute health needs. Services include family planning, urgent care, immunizations, diagnostic care, and management of chronic conditions. Visits to the nurse practitioner are free to enrolled students. However, any outside services are charged separately to the student or their private health insurance.

Location, Hours and Services

The Student Health Center is located in the Peralta Medical Office Building, 3100 Telegraph Avenue, Suite 3105, Oakland, CA 94609. General office hours are 9:00 am–5:00 pm, Monday through Friday.

The nurse practitioner will be available:

Monday	9:00AM–12:30PM
Wednesday	10:00AM–5:00PM
Friday	10:00AM–5:00PM

Closed during College observed holidays.

Sutter @ Work Hours: Monday–Friday 8:00AM–5:00PM

In urgent medical situations, students will be seen by a nurse practitioner at the Clinic during its hours of operation. After clinic hours, students may be seen by the Urgent Care Clinic at Alta Bates Summit Medical Center. If the student is seen at urgent care or an emergency room, students and their insurance carrier must assume the cost of the emergency room visit. Student health care services are not available to students after termination of regular enrollment or when on leave of absence. Student Health appointments may be scheduled by calling 510. 869.6629.

Service Fees* (immunization fees are per dose)

PPD	No Cost
Varicella	\$85.00
Hepatitis B	\$75.00
MMR	\$60.00
Tetanus (DT)	\$15.00
Physical Exam (includes physical, vision, and urinalysis)	\$75.00
Urinalysis only	\$10.00

*Fees are subject to change without notice

Other Health Services

Nutritional counseling, wellness classes, and a chemical dependency prevention and treatment program are among the services offered at reduced rates by Alta Bates Summit Medical Center.

Primary Services Not Provided by Health Services:

- Illness or injury requiring hospitalization
- Specialty services or referrals, e.g., gynecological, dental, dermatological, ophthalmologic, optometric, psychiatric, etc.
- Special appliances such as braces, glasses, splints, etc.
- Health care after termination of regular enrollment or when on leave of absence
- Cost of prescribed medication
- Visits to the emergency department or the occupational health physician (unless covered by Worker's Compensation)
- Lab, x-ray, and other diagnostic tests

Discounted Medical Benefits

Students employed by Alta Bates Summit Medical Center are eligible for discounted medical services. For further information, call the Alta Bates Summit Medical Center Cashier's Office, 510.655.4000, x4500.



STUDENT HEALTH REQUIREMENTS AND POLICIES

Bloodborne Diseases

All students and faculty will, as appropriate, receive instruction in the utilization of standard precautions and infection control procedures for the prevention of the transmission of blood-borne diseases.

Clinical Injury Policy

Due to both the variations in clinical sites and agency personnel and departmental faculty roles, each College department will publish a specific procedure for handling student injuries and exposures to potentially hazardous materials. Students will be provided with thorough orientation to that procedure with their first clinical assignment. Students and faculty will clarify the protocol for handling clinical injuries and exposures with each subsequent clinical rotation.

Students are required to carry personal health insurance to cover treatment of illnesses not directly related to classroom and clinical work. For more information about the Clinical Injury Procedure, please refer to the appropriate department representative listed below:

Nursing—BSN, ELMSN, Oakland

Barbara Dries, EdD, RN
510.869.6639
Clinical Coordinator

Nursing—ABSN, Oakland

Elizabeth Sibson-Tuan, MSN, RN
510.869.6511, x4715

Nursing—Case Management

Fusae Abbott, DNSc, RN
510.869.8681
Program Director

Nursing—CRNA

Brent Sommer, CRNA, MPHA
510.869.6636
Clinical Coordinator

Nursing—FNP

Reena Haymond, MSN, FNP
510.869.6511, x3798
Clinical Coordinator

Nursing—SRC

Rene Engelhart, MS, RN
510.646.2774
Clinical Coordinator

Clinical injuries are covered under the College's worker's compensation insurance. Treatment will be available from a Sutter Health @ Work facility, during regular business hours, and from the Emergency Department during non-business hours (see procedures for specific hours). These sites should also be used for students injured during work/study employment, as well as students injured during clinical assignments. In addition to receiving evaluation and treatment, students will, as soon after the injury or exposure as possible, notify the appropriate College representative designated within their department (i.e. clinical faculty member for nursing, clinical coordinator for PT and OT), and within 24 hours notify the Alta Bates Summit Medical Center Office of Human Resources (510.869.6824) of any injury or occupational hazard exposure and be assured of support in decision making regarding correct procedure for treatment and follow-up.

In order to avoid incurring financial and legal liability, it is critical for injured or exposed students and their clinical faculty to follow the procedure provided by the department.

Occupational Therapy

Donna Breger Stanton, MA,
OTR/L, CHT, FAOTA
510.869.6743
Academic Fieldwork Coordinator

Physical Therapy

Gaye Raymond, MS, PT
510.869.8734
Academic Coordinator of
Clinical Education

Physician Assistant

Russel Ladwig, MPA, PA-C
510.869.6185
Clinical Coordinator

Podiatric Medicine

Eric Stamps, DPM
510.869.8730
Assistant Dean for Clinical Affairs

Human Resources

Susan Brown
510.869.6824
Disability Coordinator

Infectious Diseases

Samuel Merritt College provides an educational environment which seeks to foster respect for human dignity and to promote professional responsibility. Students and faculty follow the standards of professionalism and ethical practice in accordance with the respective professional codes of ethics when dealing with issues of infectious illness. The College is committed to supporting the rights of all people to receive high quality health care, regardless of social and economic status, personal attributes, or the nature of their health problems.

Assignment of students to care for clients with an infectious illness

Because it is the policy of most health care agencies that employees will treat clients without discrimination, and since students are being educated to work in a variety of health care delivery settings, it is essential that they learn to care for a variety of clients with infectious illnesses. When proper precautions are practiced, the chances of a health care worker becoming infected are minimized. The student will be assigned to a client with an infectious illness only after being educated on the epi-

demology, precautions and practices to be taken to prevent transmission of these illnesses. Prior to such assignments, the student will also have satisfactorily demonstrated skill in application of infection precautions.

Exemption of students under special circumstances

Immunocompromised students:

Students with diagnosed immunological deficiencies are at an increased risk for developing opportunistic infections. The decision to exempt such a student from caring for a client with an infectious illness will be made on a case-by-case basis by the faculty responsible for the clinical course in consultation with the student's physician and appropriate College faculty/administrators. Current CDC guidelines recommend that asymptomatic health care workers with HIV infection not be restricted from employment. Based on this information, students who are positive for HIV and who are asymptomatic need not be restricted from clinical agencies or from attending class. Students should be advised that HIV infection may cause immunosuppression, and therefore increase the student's susceptibility to infections acquired from client-student interaction.

Pregnant students

Any limitations regarding clinical experience should be outlined in writing by the student's physician. The student is responsible for contacting the Student Health Services family nurse practitioner for counseling regarding safety in the clinical setting. A pregnant student should also consult with her academic advisor regarding her schedule and possible adjustments to her degree plan. When assigning a student with confirmed pregnancy, faculty will follow the established policy of the institution where the clinical experience is based.

Students with infectious illness

Any students exhibiting signs and symptoms of an infectious illness that places at risk the health of those with whom they have contact will not attend class or clinical.

Student refusal of clinical assignment

Any student who refuses a clinical assignment because of the nature of the client's illness may be subject to disciplinary action.

Exposure of students to an infectious illness

Prevention: There is an immunization prerequisite for clinical courses. Infectious illness history and an immunization record are obtained at the time of admission into the College and are updated periodically to conform with the required practices of Student Health Services. Students who have not filed the College medical history and physical examination form or who are not current with immunizations will be prohibited from clinical experience until they are in compliance.

Suspected or confirmed exposure of a student to an infectious illness

The suspected or confirmed exposure of a student while in a clinical agency is treated in a manner similar to any exposure occurring within the agency. The student is expected to immediately notify the clinical faculty, who will then notify the supervisor of the health care facility where the exposure occurred. A formal report of such exposure should be filed at the agency as directed by agency policy before the end of the clinical day. The forms designated in the SMC Clinical Injury/Exposure Procedure must be submitted to Samuel Merritt College Human Resources as soon as possible after injury or exposure. Subsequently, agency and College policies should be followed for reporting and follow-up surveillance and/or treatment. Any exposure to an infection during clinical rotation at Alta Bates Summit Medical Center must be evaluated by Employee Health and Infection Control. If necessary, medical referral will be provided. Exposures at other agencies should be followed up with the appropriate departments where the exposure occurred. Follow-up for exposures to infectious disease from other clinical settings will be provided if the health care agency where exposure occurred refuses to follow up (and documentation of the exposure is given to Sutter @ Work). Any exposure to an infectious disease outside of clinical rotation may be evaluated by Student Health Services for follow-up treatment as needed and according to policy. The clinical faculty is expected to notify the program or department Clinical Coordinator and department chair or program director of student exposure to an infectious illness.

HEALTH EMERGENCY

Mental Health Protocol—Oakland Campus

Purpose: Articulate the steps to be taken when a student, staff, faculty or campus visitor indicates the intent or attempts to do themselves or someone else bodily harm.

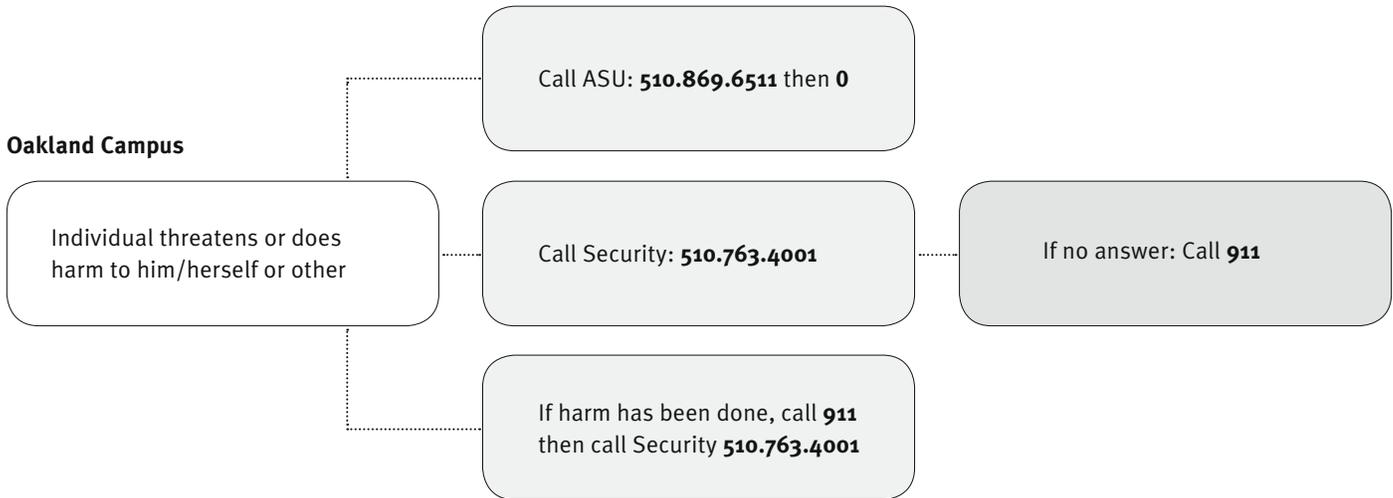
1. Call Alta Bates Summit Medical Center Security at x7847.
2. In the case where an individual has done bodily harm to himself/herself, call 9–911 immediately.
3. If no answer at Security, call 9–911.
4. Notify the Administrative Support Unit, x6511, then “o.”

Student Health Insurance

All students are required to maintain personal health insurance coverage as a requirement for clinical placement and to cover health costs not covered by Student Health Services and during periods when the College is not in session. Students are required to purchase the College's insurance plan through Blue Cross that provides coverage for 12 months each year, August 1 to July 31. The insurance fee is charged each term at registration but may only be waived if a student provides proof of alternative coverage in an approved employer based insurance plan by July

MENTAL HEALTH INCIDENT PROTOCOL

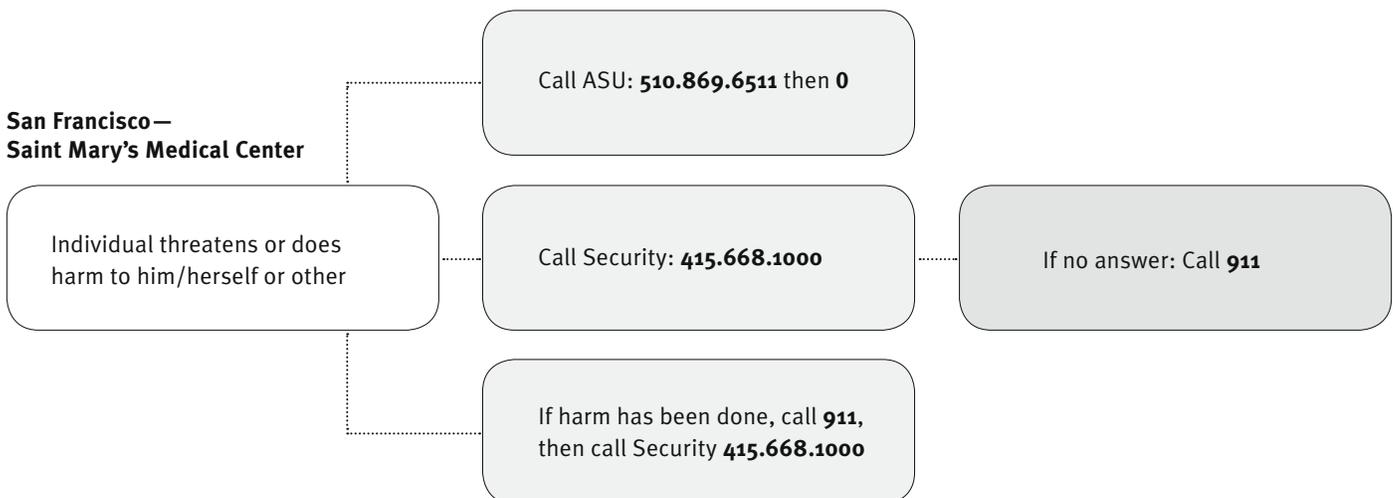
Oakland Campus



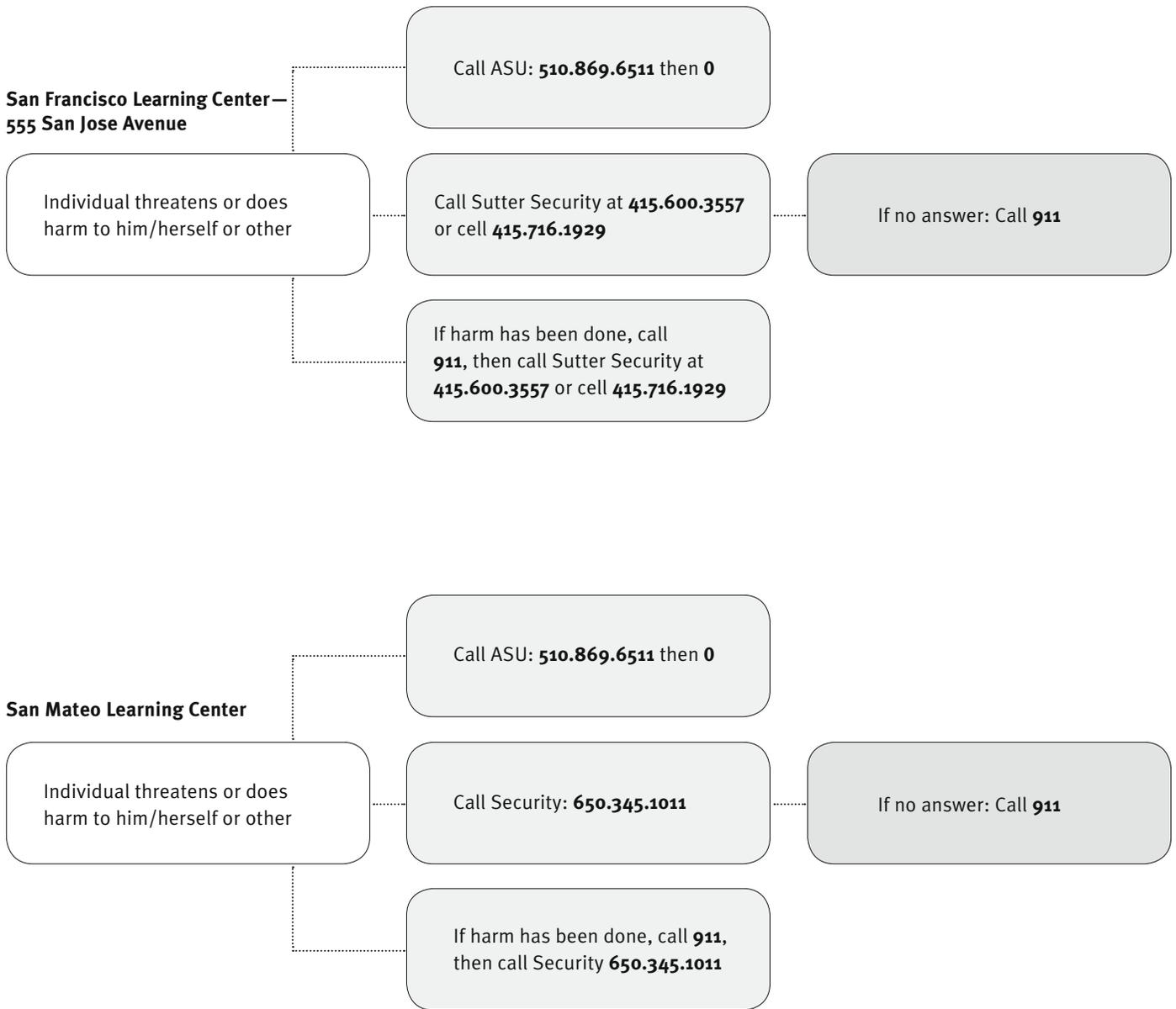
Sacramento Regional Learning Center



San Francisco— Saint Mary's Medical Center



MENTAL HEALTH INCIDENT PROTOCOL



15 each year. The College's health insurance policy is in place and automatically rebilled each year unless the student provides proof of alternative insurance. Any questions regarding the College's responsibility for medical care should be referred to the Coordinator of Student Health Services.

1. All students enrolled at Samuel Merritt College (SMC), except those enrolled in the MSN Online program are required to have personal health insurance.
2. New students, prior to their first semester, are required to submit a Student Health Insurance Form indicating that:
 - a. you would like to enroll in a health insurance plan, or
 - b. you would like to waive the health insurance plan and will provide proof of an approved employer health insurance plan by submitting the policy information as requested by the Student Health Insurance Form.
3. Fees for students who wish to enroll in the College's Blue Cross Health Insurance plan:

August 1, 2008–July 31, 2009:	\$2,572.08
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Students who fail to submit a completed Student Health Insurance form by the dates listed above will be automatically enrolled and charged for the full year.

4. Students enrolled in the College's plan will be re-billed each year while they are enrolled at SMC, unless and until a new Student Health Insurance Form is completed and submitted in advance of the next term's billing cycle to Student Health Services.

All students are required to notify Student Health Services of any change in their health insurance status while enrolled at SMC via submitting a new Student Health Insurance Form.

All charges for the College's Health Insurance will be billed to your College student account.
5. With the exception of a modified change for students graduating in December, Samuel Merritt College does not prorate fees. If a student's enrollment begins in mid-term, the student will be charged the full semester or annual rate.
6. Students who withdraw from Samuel Merritt College within the first 30 days of the current semester, unless enrolled in the full year and are withdrawing in the spring or summer semesters, are eligible to be refunded the charge minus an administrative fee.

Students must **complete** the withdraw process, as outlined in the Academic Policies section, prior to being eligible for the refund. Students must provide the Office of Student Services with a copy of the completed withdraw form.

In addition, students can enroll their family in the insurance plan:

Plan	Cost
Student	\$2,572.08
Student + Partner/Spouse	\$5,546.64
Student + Family	\$7,927.68
Student + Children	\$5,836.08

Student Health Requirements

Before registration, all entering students must provide the following to the Student Health Center, located at the Peralta Medical Office Building, 3100 Telegraph Avenue, Suite 3105, Oakland, CA 94609:

1. The College medical history and physical examination form (examination conducted within 12 months preceding the College entrance date), which includes a physical exam, vision exam, urinalysis, and complete blood count. Forms are enclosed with the Admission package and should be returned directly to Student Health Services via mail, fax, or in person.
2. *Tuberculosis Screening (PPD)*: Must be completed within 6 months prior to the College entrance date, and will need to be updated annually. Tuberculin (PPD) conversions will be evaluated and referred for follow-up care by the appropriate agency. Students who are exposed to a patient with tuberculosis will be screened according to Employee Health Services tuberculosis exposure policy. If there is a history of a positive PPD, students will need proof of a negative chest x-ray within 12 months prior to College entrance, date of positive PPD test, and an annual TB survey.
3. *Measles (Rubeola), Mumps, and Rubella*: Students born in 1957 or later: : documentation of receipt of two doses of MMR or positive titres for rubeola, rubella, and mumps
 Students born before 1957: documentation of receipt of one dose of MMR or positive titres for rubeola, rubella, and mumps.
4. *Varicella*: Documentation of positive varicella titre or of two varicella vaccines received regardless of prior history of chicken pox.
5. *Hepatitis B*: Documented proof of the Hepatitis B vaccination series (3 doses over a period of 6 months) or positive titre.
6. *Tetanus*: Verification of a tetanus booster within the last 10 years.

Any student who does not comply with the above examination and immunization policy will be prohibited from clinical experience and class attendance until she or he is in compliance. Registration for succeeding terms may be held until students provide the above documentation.

Procedures for Reporting Illnesses and Accidents

1. At the beginning of each course, students are given procedures for requesting excused absences from clinical, course activities, and examinations for reasons which include, but are not limited to, illnesses and accidents.
2. Students notify or leave messages for their instructors at least one hour before the beginning of the clinical experience.
3. Students notify the appropriate agency supervisor as established by protocol in each agency, or by the clinical coordinator, at least one hour before the beginning of the clinical experience.

Faculty members have the right to deny students access to the clinical area if, in their opinion, the student is too ill or unsafe to care for patients. In instances where the faculty member is unable to make this decision, the student will be referred to Health Services for clearance. The Student Health Services nurse practitioner is available as a resource person to the faculty, as needed. If a student is hospitalized, the student and/or family will notify the Assistant Vice President of Enrollment and Student Services and the Student Health Services Department at the earliest possible time. If the Student Health Services Department is closed at the time of the student's illness or accident (see Clinical Injury for injuries occurring on clinical rotation), the department supervisor at Alta Bates Summit Medical Center will notify Health Services and the Assistant Vice President of Enrollment and Student Services.

Referrals

Faculty may refer students with suspected functional, organic, or emotional problems to the Assistant Vice President of Enrollment and Student Services, or in his/her absence the Vice President of Enrollment & Student Services, for evaluation. The Assistant Vice President of Enrollment and Student Services will evaluate and refer to specialists when necessary (at student's own expense).

JOHN A. GRAZIANO MEMORIAL LIBRARY

The John A. Graziano Memorial Library houses the largest and most qualitative collection of nursing journals, monographs, and audiovisual materials in the East Bay, and one of the best collections in this specialty area in California. The library also has holdings in physical therapy, occupational therapy, physician assisting, and podiatric medicine resources. In addition, the Library supports a core medical collection of textbooks, journals, reference materials, and active print journal subscriptions and over 3,000 online journals. The Library currently contains a collection of 30,000 volumes. The Library maintains online access to 30 databases and a web based catalog. In addition, there are laptop computers with network access available to be checked out for in-library use. The Library is the information center for Samuel Merritt College. As such, it serves the students, faculty, and staff with a full range of reference and circulation services

and full access to electronic information technology. Members of the College community may be asked to present their photo identification card to assure access to library collections and services.

Hours of Operation: September–May

Day	Time
Monday–Thursday	7:30AM–10PM
Friday	7:30AM–5PM
Saturday	11:00AM–4PM
Sunday	Noon–10PM

Library Annex

The Library Annex is located in Lower Towne Court. It houses older editions of the journal collection as well as archived monologues. The Annex is only accessible to Library staff. Students may request individual volumes from the Annex by using the interactive Annex Request Form. Items are retrieved from the Annex daily during the week and on Sunday and delivered to the Circulation Desk.

The Library observes expanded hours during final examinations and shortened hours during holiday breaks and summer. Current operating hours may be verified by calling 510.869.8900 or by visiting the Library website. Changes in library hours are communicated to students' SMC e-mail addresses.

Library Facilities and Services at the Learning Centers

Students and faculty at the Regional and Learning Centers have the services of a librarian who is based on site. The librarian provides orientations to library services and teaches students how to locate, evaluate and effectively use needed information. The librarian also works with faculty in order to build core text collections that support the curriculum. Students may set up appointments to work with the librarian one on one or in small groups.

All library licensed databases, including over 3,000 full text electronic journals and 35 e-books are available at the Regional and Local Learning Centers. Proxy mediated access to databases is also available from off-campus Internet stations.

Students and faculty may search the John A. Graziano Memorial Library's web based catalog and order books from the regular circulating collection in Oakland directly from the catalog. Items are delivered to the remote campuses on a daily basis Monday–Friday.

Students based at all sites may use the John A. Graziano Memorial Library's collection and facilities when they are on the Oakland campus. Students based at the Sacramento Regional Learning Center may opt to receive a borrower card for California State

University, Sacramento or the University of California, Davis Carlson Health Science library. San Francisco based students may request a borrower card for San Francisco State University.

MEDIA SERVICES

The Samuel Merritt College Media Services Department provides audiovisual support to Samuel Merritt College and the Health Education Center and to Alta Bates Summit Medical Center. The office is located in Lower Towne Court.

Available equipment and services include:

- 35mm slide projectors
- 1/2 inch VHS videotape playback units
- 3/4 inch UMatc videotape playback units
- Overhead projectors (2000, 4000, and 11,000 lumen)
- 16mm film projectors
- ELMO Visual Presenters
- Data projectors
- Videotape duplication
- MAC notebook computers
- IBM compatible notebook computers
- PA systems
- Wireless mics
- Audio cassette players and recorders
- Audio cassette duplication
- SVHS camcorders
- 35mm film cameras
- Digital Cameras
- DVD Playback

The Samuel Merritt College Media Services Department operates the control room in the Health Education Center's Fontaine Auditorium and a C-Band and KU band satellite downlink service for video conferences. Additionally, the department has the capacity to produce 35mm slides from PowerPoint. To reserve audiovisual equipment or for questions about services and availability, contact the Media Services Department at 510.869.6575.

COMPUTER SERVICES

Desktop computers and printers (printing cost at ten cents per sheet) are available for student use in the Peralta Pavilion Computer Lab on the Laboratory "L" floor. The Peralta Pavilion lab has 32 PCs running Windows. All lab computers have Internet access. Available software includes Microsoft Office (Word, Excel, and Power Point) and a variety of computer-assisted instruction programs. The labs may occasionally be used as classrooms for computer training and other assignments. There are also computer stations in the John A. Graziano Memorial Library that may be used for Internet access and research, and stations where students may use their own laptop or borrow laptop PCs from the Library. Residents living in Bechtel Hall have access to the Fuld Computer Lab on the third floor of Bechtel Hall.

COPYING SERVICES

There are self service photocopy machines available that accept coins or a purchased card for copying charges. The College observes copyright regulations.

FOOD SERVICES

The primary location for food service on campus is the Alta Bates Summit Medical Center Merritt Pavilion, which offers food service approximately twelve hours per day, including breakfast, lunch and dinner. Catering for special events and meetings is available through the Medical Center's food service or other approved caterers. Vending machines are located between Lower Towne Court and the Health Education Center, opposite the cafeteria in the Merritt Pavilion, Providence Pavilion, and in the Peralta Pavilion. Numerous small restaurants and delicatessens are located within walking distance of the campus on Telegraph Avenue, 30th Street, Broadway, and Piedmont Avenue.

MAIL SERVICE

The mailing address for the College is 370 Hawthorne Avenue, Oakland, California 94609-3108. Student mailboxes are located in the reception area of the Bechtel Hall lobby. Commuting students' mail is placed in a box with the first letter of their last name. Resident students have a locked and secure mail box for each residence hall room. Students may leave written messages or documents for faculty or staff at the Front Desk Student Hand-In Box or at their respective offices.

PARKING AND PUBLIC TRANSPORTATION

Students are responsible for providing their own transportation to and from classes and clinical experiences. Nearby garages offer parking, patrolled by security officers, on a daily or semester fee basis. Students are encouraged to travel in carpools whenever possible and a commute board is posted in the Student Lounge for listing ride shares.

The College is served by public bus lines run by Alameda County Transit. There are several stops near the College. Schedules and route information are available by calling AC Transit at 800.559.4636.

The closest Bay Area Rapid Transit (BART) stops are located between 40th and MacArthur Streets and in downtown Oakland. Alta Bates Summit Medical Center runs a shuttle service between MacArthur BART Station on the 40th Street side and the campus on a daily regular schedule, Monday through Friday. For additional information on the shuttle call the Summit Security Office, x7847 or 510.763.4001.

Parking & Transportation Information at Alta Bates Summit Medical Center

The Parking Services Department is committed to providing safe, reliable, convenient, and low cost parking for faculty, staff, resident students, day and evening students.

Semester Rates—Oakland

- Resident spaces are available in the Merritt Garage.
- Non-Resident spaces are available in the Peralta Garage (access to both the Merritt and Providence Garages after 6:00pm will be included to accommodate late afternoon and evening classes).

Fall Semester (September through December)	\$135.00
Spring Semester (January through May)	\$135.00
Summer Semester (June through August)	\$75.00*

*Graduate students beginning in the summer semester must pay an additional \$25 for the summer semester in order to cover the month of May

Debit Cards

Students can elect to purchase a parking debit card, where the parking fee is deducted from a previously paid amount (similar to a bank debit card).

Discount Rates

- Peralta Garage: \$2.25 per entry with discount validation— all day, Monday through Friday
- Merritt & Providence Garages: \$3.75 per entry with discount validation—after 6pm only

Parking At No Cost

- Motorcycles may park free in the Merritt Garage (in designated areas) on levels B and G.
- BART shuttle service is available every 15 minutes from 5:30am–9:00pm.

Standard Daily Rates

- Merritt, Providence, & Peralta Garages—\$14.00 per day or \$1.20 every 20 minutes.

Parking Information and Applications

Can be obtained through the Campus Support Center Office located in the Providence Pavilion, Ground Level, Room G615. Office hours are Monday through Friday, 8:30am to 4:30pm (closed for lunch from 12:30 to 1:00pm).

- All garage access is provided via parking card.
- BART schedules and parking maps are available at the Campus Service Center.

Payment Methods

- Cash—All cash payments must be made in person, for the entire semester fee.
- Check—All checks must be drawn from a California bank, for the entire semester fee and should be made payable to ABSMC Parking Department.
- **All parking fees are non-refundable and are due upon submission of the completed Parking Application Form.**

General Parking Regulations

- Parking is permitted only in areas designated for parking use. Parking in roadways, loading zones, fire lanes, or at building exits is prohibited whether or not so posted.
- Parking privileges are NON-TRANSFERABLE and will be revoked in the event of any application, permit or vehicle misrepresentation.

STUDENT ORGANIZATIONS

Student Body Association (SBA)

The Student Body Association (SBA) serves to represent and support students during their education here at the College. The SBA serves as a bridge between the administration and the student body, and officers sit on most College committees. The SBA also provides professional based, cross functional programming to further contribute to the students' overall educational experience. Undergraduate and graduate students are voting members of the student body association (Intercollegiate Nursing students are also voting members of the Student Body Association at Saint Mary's College). Faculty, staff, and administrators encourage and support students' participation in Student Body Association and related cocurricular and professional organizations.

American Association of Nurse Anesthetists (AANA)

The American Association of Nurse Anesthetists is the sole organization that represents 95% of the nearly 30,000 nurse anesthetists nationwide. Its state affiliate organization is the California Association of Nurse Anesthetists (CANA). Nurse anesthesia students are required to attend meetings in Northern California and are strongly encouraged to attend the annual meeting of the AANA, which rotates to major metropolitan areas throughout the country. Educational time-off in excess of excused days, is afforded students for these meetings.

California Nursing Students Association (CNSA)

CNSA is the California branch of the National Student Nurses Association. The professional organization for nursing students, its main objectives are to promote nursing education and act as a community service organization. The CNSA is politically involved with legislation affecting health care. Participation in the association increases students' awareness of the trends and changes occurring in the nursing field. CNSA also offers various scholarships to its members.

Multicultural Group

In support of the College's core value of diversity, the multicultural group consists of students, faculty, and staff who meet regularly with the Assistant Vice President of Enrollment and Student Services to discuss issues of concern to students on campus. The group encourages diverse perspectives on different topics with the belief that quality of education is enhanced when there is a forum for exchange of ideas. Members of the group plan educational and social activities and present cross-cultural workshops and displays on diverse cultures. Discussions and programs are also designed to enhance cultural competence among the College's future health care providers.

Student Occupational Therapy Association

Membership in the Student Occupational Therapy Association is required of occupational therapy students at Samuel Merritt College. After certification as occupational therapists, graduates are eligible for membership in the American Occupational Therapy Association (AOTA).

Green Team

The SMC Green Team is a collaboration of students, faculty and staff of Samuel Merritt College and Summit that are interested in making our campus and facility more sustainable. The SMC Green Team is focused on identifying and implementing short-term, mid-term and long-term sustainable goals and interventions.

Examples of short-term goals: turning the lights off, water saving measures, paper saving measures, etc. Examples of mid-term goals: relationships with distributors, suppliers and other organizations who can provide more sustainable options, i.e. corn-based utensils vs. plastic, eliminating the use of Styrofoam, implementing a recycling program, etc. Examples of long-term goals: building the new campus LEED certified, and geared towards health education (integrating all that we know about health)—i.e. an exercise facility, providing healthy food alternatives, and a student center. Helping the college focus on integrated health, "Healthy Habits, Healthy People, Healthy Planet".

International Student Healthcare Club

The club was formed to support all individuals, locally and globally, to achieve, maintain, and sustain optimum health principles and practices. The club will focus on raising funds for sustainable health clinics abroad, organizing mission trips, and acting as a forum for discussions on the topic of international healthcare. The group meets regularly to participate in health fairs, learn about global and national health care issues and work toward creating solutions.

CSPM Student Organizations

Alumni & Associates, Student Chapter
American Academy of Podiatric Sports Medicine (AAPSM)
American Association of Women Podiatrists (AAWP)
American College of Foot and Ankle Surgeons (ACFAS)
American Diabetes Awareness Club (ADAC)
Alpha Gamma Kappa (AGK)
American Podiatric Medical Students Association (APMSA)
American Podiatric Medical Writers Association (APMWA)
American Society of Podiatric Dermatology (ASPD)
Biomechanics Club
Calcaneus (CSPM Yearbook)
California Podiatric Medical Association, Student Chapter (CPMA)
Foot and Ankle Review
Geriatrics Club
Intercultural Podiatric Outreach
Podiatric Homeless Health Project—Pes Clinicus
Practice Management Club (PMC)
Student National Podiatric Medical Association (SNPMA)

STUDENT POLICY DEVELOPMENT PROCESS

Any student or group of students may submit for approval a proposed policy to the appropriate student government committee.

The committee may:

1. Recommend approval of the policy and forward it to the Assistant Vice President of Enrollment and Student Services.
2. Return it to the originator for revisions and modifications.
3. Reject the proposed policy outright. If the policy is rejected, an explanation must be provided to the originator.

The Assistant Vice President of Enrollment and Student Services may:

1. Approve the policy outright or send it forward to the appropriate College committee or administrator.
2. Return it to originator for revisions and modifications.
3. Reject the proposed policy outright. If the policy is rejected, an explanation must be provided to the originator and to the approving student body committee(s).

RESIDENTIAL LIVING

The Office of Student Services is dedicated to providing all students who wish to live on campus a clean, safe and comfortable environment conducive to study, which is both affordable and supportive of academic and personal development. For more detailed and complete information about residential living, please refer to the Residence Life Handbook available in the Office of Student Services.

Comfortable and secure residential accommodations are provided in floors two through six in Bechtel Hall. This environment for living and learning features furnished single and double units with adjoining bath, laundry facilities, kitchens, study rooms with computers, lounges, and wireless internet access.

Payment of residence hall charges entitles the student to a bed in Bechtel Hall. Students may cook and prepare their meals in the kitchens on each floor, or they may purchase them from the adjacent Alta Bates Summit Medical Center cafeteria, or from food establishments in the community. Private rooms may be available for an additional fee. Certain floors in the residence hall may be open during the summer months depending on occupancy demand. More extensive information is available in the Residence Life Handbook.

For some of our students, this is the first time in a residence hall. For others, the “dormitory” experience is a distant memory. Our students range in age from first-time freshmen who are 17 or 18 years old and just out of high school, to students completing their education at the age of 50 or older, to graduate students and practicing RNs. Many students are parents and some choose to stay in the residence hall during the week and commute home on the weekends. All students are welcome and all contribute their unique perspective to the health sciences education at Samuel Merritt College.

ALUMNI SOCIETY

The Alumni Society exists to strengthen ties between its members and the College, to aid in the College’s future goals, and to promote the College in desirable and practical ways. From an earlier organization, the Samuel Merritt Nurses Alumni Association, the Alumni Society was formed in 1996 to include graduates of all Samuel Merritt College programs. All graduates of Samuel Merritt College, Providence College of Nursing, as well as graduates of the California College of Podiatric Medicine, are members of the Alumni Society. Members receive invitations to regular social, educational, and professional development activities, a subscription to the alumni newsletter, the Reporter; and borrower privileges at the John A. Graziano Memorial Library. Members are encouraged to keep in regular contact with the College, and to assist the College in its fundraising and recruitment goals.

STUDENT ACTIVITIES

Social, athletic, and recreational activities are an integral part of student life. Advised by the Assistant Vice President of Enrollment and Student Services, the student body association, resident assistants, and various class groups plan activities including seminars, socials, educational programs, dinners, barbecues, films, and softball games throughout the year. Recreational facilities are provided for the enjoyment of students, faculty, and staff. Towne Court is often used for barbecues and other student activities.

STUDENT AWARDS AND RECOGNITION

Armed Services Awards

The branches of the armed services sponsor awards for students

who have demonstrated excellence in scholarship, leadership, service, and clinical practice.

Dean’s List (2+2)

To recognize academic excellence, the Academic Vice President publishes the names of undergraduate students who achieve a current grade point average of 3.5 or higher in a minimum enrollment of ten semester units at the conclusion of each full semester.

Student, Staff and Faculty of the Year

The student body can nominate an exceptional student, staff, and faculty of the year in recognition of exceptional work both in and out of the classroom. Nominations are sought in April of every year.

Who’s Who Among Students in American Universities and Colleges

Students are nominated by any member of the College community and considered by their academic department for this award. Inclusion in this publication is reserved for seniors and graduate students in their final year who have excelled in scholarship, leadership, and service. Eligibility requirements include:

1. Senior or final-year graduate standing
2. Academic excellence
3. Exceptional class and clinical performance
4. Demonstrated leadership qualities
5. Demonstrated service to profession, college and/or community

Occupational Therapy Awards and Recognition

Outstanding Graduating Occupational Therapy Student Award

Each year one OT student is selected for recognition in the area of academic excellence. The selection of this recipient is based on grade point average in academic course work and evidence of ambition to further education toward a doctoral degree or an expressed interest in teaching.

Community Service Award in Occupational Therapy

This award is presented to an OT student in recognition of outstanding leadership skills both among fellow students and in service to the profession.

Pi Theta Epsilon Outstanding Service Award

Pi Theta Epsilon (PTE) is the honor society for occupational therapy students, faculty, and alumni. This society recognizes and encourages superior scholarship among students enrolled in professional entry-level programs at accredited colleges and universities throughout the United States. The mission of Pi Theta Epsilon is to promote research and scholarship among occupational therapy students.

Physical Therapy Awards and Recognition

Martha Jewell Award for Academic Excellence in Physical Therapy

The physical therapy faculty may recognize a graduating physical therapy student for outstanding academic achievement through this award.

Distinguished Service Award in Physical Therapy

The physical therapy faculty may select a graduating physical therapy student each year who has displayed outstanding service to the College, program, and community.

Outstanding Graduating PT Student Award

Awarded to a graduating PT student who has demonstrated outstanding achievement in at least two of the three following areas: scholarship, clinical practice and service leadership. This award is meant to exemplify the highest level of achievement and/or potential in relation to the mission and values of the Physical Therapy department.

Peter Edgelow Award for Outstanding Clinical Performance by a Physical Therapy Student

The physical therapy faculty may select a graduating physical therapy student who has displayed outstanding clinical performance for this award.

School Of Nursing Awards and Recognition

Ella Sweep Award

The nursing faculty annually awards the Ella Sweep Award to graduating seniors who have demonstrated excellence in clinical practice. The award is presented at a special ceremony.

Faculty Award for the Most Promising Entry Level MSN Student

Awarded each year to an eligible ELMSN student who has demonstrated significant achievement in scholarship, clinical practice, client advocacy/community service, and communication skills/leadership. Eligibility criteria are satisfactory completion of all pre-licensure requirements for the ELMSN program, and a minimum GPA of 3.3 for the first 3 semesters of ELMSN coursework.

Outstanding ABSN Student Award

Awarded each year to an eligible ABSN student from each site who has demonstrated significant achievement in scholarship, clinical practice, client advocacy, community service, and leadership. Awards are determined by full-time program faculty on each site.

Outstanding Graduating MS Nursing Student Awards in Case Management, FNP, and CRNA

Awarded each year to a graduate nursing student in each specialty track who has demonstrated significant achievement in scholarship, community service, clinical practice, research, and

leadership. Specifically, these awards acknowledge students whose performance exemplifies the highest level of achievement and/or potential in relation to the goals of the Master of Science in Nursing Program.

Dr. Charles J. Rovinski Award

Samuel Merritt College established the Rovinski Memorial Fund in 1996 as an endowed fund in memory of Charles J. Rovinski, CRNA, EdD. Dr. Rovinski, a vital force in the development of the Program of Nurse Anesthesia was its first Associate Director from 1993–1996. Each year, a member of the Program graduating class receives the Dr. Charles J. Rovinski Award in recognition of scholarship, clinical excellence, and professionalism.

Yuri Nishimura Scholarship and Outstanding Clinical Faculty Award

The Yuri Nishimura Scholarship Fund was established in 1994 in tribute to Yuri Nishimura, CRNA, MPA, one of a core group of Kaiser Permanente nurse anesthetists and anesthesiologists with who lay the origins of the Samuel Merritt College Program of Nurse Anesthesia. Yuri's commitment to education was evident through her personal accomplishments, and the indefatigable energy with which she encouraged the pursuit of advanced education in the students and colleagues that she mentored throughout her career. Each year, there are two individuals recognized with honors bearing Yuri Nishimura's name. Recipients of the Yuri Nishimura Outstanding Clinical Faculty Award and the Yuri Nishimura Scholarship are chosen because they exemplify some of Yuri's qualities: commitment to excellence in education and professional development.

Sigma Theta Tau International Nursing Honor Society

The nursing departments of Samuel Merritt College, California State University, East Bay, and Holy Names University jointly sponsor the Nu Xi At-Large Chapter of Sigma Theta Tau. The society exists to recognize superior achievements in nursing; encourage leadership development; foster high nursing standards; and strengthen the commitment to the ideals of the profession. Membership is conferred only upon nursing students in baccalaureate or graduate programs who achieve high scholastic averages or upon qualified bachelor's, master's, and doctoral graduates who have demonstrated exceptional scholastic, leadership, and research achievements in the nursing profession. Eligibility requirements are available from the Faculty Counselor for Nu Xi Chapter. Contact the School of Nursing for the name of the current Faculty Counselor.

Sutter Scholarship

Sutter Health Sacramento Sierra Region has gifted Samuel Merritt College funds to establish the Sutter Scholarship Program. Four awards of \$5,000 each are made.

Scholarship Requirements:

- A minimum G.P.A. of 3.5
- Full-time enrollment at Samuel Merritt College
- Scholarship recipient must reside in one of the 6 county regions that comprise the greater Sacramento Metropolitan Area.

Additional criteria to be used for scholarship consideration includes:

- Special honors, recognition, or accomplishments in the areas of scholarship, leadership, or community service.
- Paid and unpaid work experience related to career goal.
- Career plans after graduation.
- Personal circumstances: i.e., financial need, disadvantaged status.
- Statement of values indicating commitment to caring, service, learning and leadership.

Sutter Health Nursing Student Excellence Award

Awarded each year at pinning to a student enrolled in the Sacramento Regional Center campus nursing program who has demonstrated significant achievement in scholarship, clinical practice, client advocacy/community service, and communication skills/leadership. Eligibility criteria are satisfactory completion of all pre-licensure requirements for the ELMSN program, and a minimum GPA of 3.3 for the first 3 semesters of ELMSN coursework.

California School of Podiatric Medicine Awards and Recognition

The following awards are presented to graduating students in recognition of their academic excellence and service to CSPM:

Pi Delta National Podiatric Medicine Honor Society

Election into Pi Delta symbolizes high standards of intellectual and scholarly activity. Students inducted into the Pi Delta Society must be in the top 20% of their class after the second academic year and must maintain at least a 3.60 grade point average thereafter.

Scepter Award

The Scepter Award was established by the former California College of Podiatric Medicine Board of Trustees and the CSPM Alumni & Associates to symbolize the commitment to academic excellence. Each year the graduating students and the faculty have an opportunity to recognize a member of the senior class who exemplifies a union of the scholarly and humanitarian qualities of podiatric medicine. The Scepter is the visible symbol of the attributes of mind and heart that characterize the true podiatric physician.

Timothy Holbrook Memorial Award

The American College of Foot and Ankle Orthopedics and Medicine has honored outstanding students for a number of years. At their annual meeting in August 1995, just a few days after Timothy Holbrook's untimely death, the Board of Directors rededicated their awards in his memory. The Timothy Holbrook Memorial Awards of Excellence are given to students who have demonstrated excellence in primary podiatric medicine at each college of podiatric medicine.

Philip Gardner Award for Outstanding Student in Podiatric Medicine

Dr. Philip Gardner was a long-term faculty member who was beloved by students as well as his colleagues. Because of his dedication and service to the College and his commitment to the well-being and education of the enrolled students, this award has been established in his honor.

Annually, a graduating student is selected by the CSPM Podiatric Medicine faculty to receive the Philip Gardner Award for Outstanding Student in Podiatric Medicine. The award is presented during the Graduation Ball–Award Ceremony.

Other Awards Presented to Graduating Students

- Award for Excellence in Basic Science
- Award for Podiatric Surgical Excellence
- ProLab Post-Graduate Scholarship



College Facilities

SAMUEL MERRITT COLLEGE CAMPUS

The primary campus of the College is located in the Alta Bates Summit Medical Center campus in Oakland. Student activities are centered in the landscaped, open-air courtyard of Towne Court and in the immediately adjacent student lounge, complete with large-screen television and VCR/DVD player, full-size kitchen, pool table, and comfortable chairs and sofas. Bechtel Hall houses student government offices; residential facilities; swimming pool; weight room; lockers for commuting students; and part of the Division of Enrollment and Student Services.

The College's administrative offices are located at 450 30th Street, Peralta Pavilion, on the second floor, including offices of the President and Academic Vice President and Provost, Vice President for Finance and Administration, Vice President of Enrollment and Student Services, Financial Aid, Registrar, Campus Service Center, Development and Alumni Affairs, and the Bookstore. The Departments of Physical Therapy, Occupational Therapy, Physician Assistant, and Podiatric Medicine are located on the third and fourth floors of 450 30th Street.

The School of Nursing offices are located at 3100 Summit Street on the third floor of the Providence Pavilion.

The Business Services offices are located at 435 Hawthorne Avenue. These offices include Human Resources, Payroll, Facilities, Information Technology, and Finance.

OAKLAND CAMPUS

BECHTEL HALL

Located at 370 Hawthorne Avenue, Bechtel Hall is a six-story building that houses staff offices, student residence rooms, and support services including computers, student lounges, meeting rooms, and recreational facilities for students. The top floors of Bechtel Hall are available for student residence. Rooms are rented on a room-only basis. Students may cook in kitchens or purchase meals in the Summit cafeteria, or local restaurants.

The Administrative Support Unit (ASU) is responsible for ensuring the safety and security of Bechtel Hall by monitoring entrance to Bechtel Hall and providing guest services. ASU staff serve as a reception service 24 hours a day, seven days a week, during the academic year. They answer College telephones and provide clerical and reception duties for College staff and faculty. The ASU staff controls keys to College facilities, monitors visitor's sign-in books, sorts and distributes mail to faculty, staff and student boxes, receives deliveries, and monitors maintenance workers and housekeepers.

Students must have their student identification available at all times. When checking out key(s) from the Front Desk you are

required to leave identification at the Front Desk (California drivers license, California identification, or any other form of picture identification). Identification will be returned when key is returned. You must also sign the key out in the log book located at the Front Desk.

Located between Bechtel Hall and the Health Education Center, Lower Towne Court is an open plaza surrounded by five (5) classrooms is equipped with audiovisual equipment maintained by Media Services. Also includes a swimming pool and exercise room. Upper Towne Court links Bechtel Hall to the Health Education Center, Merritt Pavilion and Merritt Garage. It provides convenient access to the Recreational facilities and hospital cafeteria.

HEALTH EDUCATION CENTER

The Health Education Center (HEC), adjacent to Bechtel Hall, is a 44,000-square-foot building housing;

- Fourteen classrooms and conference rooms with closed-circuit color television and audiovisual equipment; two large wireless classrooms, one Tanberg classroom.
- Bechtel Room, is a 350-seat large multipurpose room;
- A fully-equipped kitchen for catered luncheons and banquets
- The 250-seat Fontaine Auditorium, with audiovisual capability from television to multimedia presentations;
- Clinical Skills Laboratory complete with simulated hospital rooms, health assessment/physical diagnosis stations, anatomical models, and technical equipment.

For more information about the Health Education Center and reservations for the conference rooms call 510.869.6161.

JOHN A. GRAZIANO MEMORIAL LIBRARY

The John A. Graziano Memorial Library contains one of the largest collections of health sciences materials among private holdings in the East Bay. Located in the Health Education Center, the library extends borrowing privileges to students, faculty and staff of Samuel Merritt College and the employees and medical staff of the Oakland campus of Alta Bates Summit Medical Center. Weekday and weekend hours are ample to accommodate the needs of a diverse undergraduate and graduate population. The collection includes a variety of journals, indexes, electronic full text books and journals, and health sciences texts. Library staff provide information, assistance, and guidance in the use of materials for research projects and class assignments. Remote access to library licensed databases is available by proxy server. Students may make arrangements through Inter-Library Loan and Document Delivery Services to borrow books and copies of articles not held by the library from other local, regional, and national collections.

The library provides computerized search facilities, an online library catalog, two photocopy machines, video viewing rooms equipped with audiovisual equipment, individual study carrels, computer room and printers. Access to the full suite of Microsoft Office software is also available. Contact 510.869.8900 for more information.

PERALTA PAVILION

Most of the College's administrative and faculty offices are at 450 30th Street on the second, third and fourth floor. Peralta Pavilion building also includes the following classroom and laboratory facilities to support academic programs:

- Biomechanics Laboratory is equipped with materials and devices for orthotic procedures.
- Gait Laboratory, equipped for motor control studies and other research activities;
- Gross Anatomy Laboratory, with 3800 square feet fully equipped for anatomical dissection;
- Health Assessment Laboratory;
- Health Sciences Simulation Center;
- Human Occupation Laboratory, a multipurpose laboratory designed for small crafts and special adaptive equipment, and contains an observation booth;
- Living Skills Laboratory, which is a simulated environment equipped with supportive, adaptive, and assistive devices for purposeful activities in the home, workplace, and for leisure pursuits;
- Splinting and Orthotics Laboratory, with the equipment and materials needed to teach specialized splinting skills, burn management, hand therapy, and biomechanical techniques that promote independence in self care, grooming, and other activities of daily living. This room is equipped with heating devices for thermoplastics and various foam materials and orthotic materials for special purposes.
- Therapeutic Exercise Laboratory, with 2000 square feet equipped for instruction in physical therapy modalities and therapeutic interventions;
- Computer lab—34-seat multi-purpose usage i.e., testing, research, study
- Multi-purpose classroom
- Student Lounge which includes microwave, refrigerator, vending machines and 4 additional computers for research and study use

LABORATORIES

The College provides the following laboratory facilities to support academic programs:

Clinical Skills Resource Lab

The Clinical Skills Resource Lab is equipped with mannequins, simulators and all furnishings and supplies necessary for the practice of a variety of skills. The lab is located on the ground floor of the Health Education Center and is administered by a coordinator and student lab assistants.

The following are located in the Peralta Pavilion:

Gait Laboratory

The Gait Laboratory contains treadmills, an EKG unit, a Kinesiology EMG unit, bicycle ergometers, a metabolic cart, and potential facilities for motor control studies and other research activities.

Gross Anatomy Laboratory

The Gross Anatomy Laboratory is approximately 3800 square feet. It contains stainless steel anatomical dissection cadaver tables, metal stools, sinks for handwashing, and cabinets for storage of dissection equipment and specimens. Equipment in the lab includes hanging skeletons, disarticulated skeletons (bone boxes), spine models, and various joint models.

Health and Physical Assessment Laboratories

The College maintains health and physical assessment laboratories for both the Nursing and Physician Assistant programs. Ten stations are available for practicing physical examination skills.

Health Sciences Simulation Center

The Health Sciences Simulation Center is a 5,500 square foot facility, designed with four, large, teaching and learning areas, including two simulation suites. Each simulation suite is comprised of a simulation action room, control room, conference/debriefing room, and a storage area. Human patient simulators (HPS) are life-like manikins integrated with computer software that enable replication of normal and abnormal physiological responses to events and/or therapeutic interventions (e.g., drug administration). The center currently houses 4 SimMan® and 2 SimBaby® simulators produced by Laerdal®. A unique feature of the Center is its digital audio-video system and performance assessment software provided by Education Management Solutions, Inc. (EMS) that is integrated with the human patient simulators. The technologies and software applications work in tandem to record the student/patient simulation sessions, enabling College faculty to evaluate the performance of the students. It is the EMS software that enables the immediate review of patient care scenarios during debriefing sessions, a critical component of simulation training. All of the areas have distance learning capability, via the Tandberg® videoconferencing system.

Two additional teaching/learning areas are situated adjacent to the simulation suites. Both areas are spacious, with a realistic clinical milieu, and equipped with state-of-the-art technology, and clinical instruments that allow for experiential learning in physical diagnosis, health assessment and all the foundational skills for nursing and physician assistant clinical practice.

Human Occupation Laboratory

The Human Occupation Laboratory supports a range of activities, from splinting to facilitating small crafts for use as hand tools and applying adaptive equipment. This is a multipurpose laboratory where various projects and group activities can be conducted. This room has an observation booth and can serve as a pediatrics laboratory for children with special needs.

Splinting and Orthotics Laboratory

This room is equipped with thermoplastics materials, casting-bracing products, heating pans, and splinting tools for the fabrication of splints and appliances for the management of scar tissue and edema.

Therapeutic Exercise Laboratory

The Therapeutic Exercise Laboratory is approximately 2000 square feet in size. It is equipped with high-low therapy tables, rolling treatment stools, metal foot stools, mat tables, a set of wall pulleys, parallel bars, a hydrocolater pack machine and other therapeutic exercise equipment. Storage units contain crutches, walkers, wheelchairs, floor mats and free weights. The room also contains traction tables. This lab is designed for instruction in physical therapy patient evaluation and management.

USE OF COMMON AREA FACILITIES

There are several common areas within the College which are available to all currently enrolled students who agree when using these areas to keep them clean and to report damages or safety hazards to the Facilities Department (x5356). Any person or group planning to use any common area for a party or other event should check first with the HEC Scheduling Manager to avoid conflicts and to make reservations (x6161). The exception to this rule is the Student Lounge for which reservations should be made through the Student Body officers or the Assistant Vice President of Enrollment and Student Services. Appliances and furniture are for the enjoyment of all users, and must not be removed from the designated areas.

Barbecue and Patio

The barbecue and patio areas may be reserved for student activities providing no classes are scheduled in Lower Towne Court. Arrangements may be made with the HEC Scheduling Manager (x6161).

Fitness Room

The fitness room on Lower Towne Court is available 24-hours a day. This area is unsupervised; students are invited to use the equipment at their own risk. The College cannot assume liability for injuries incurred from use of the equipment.

Kitchen

Students using the kitchen in the Sammy's Café Lounge (HEC) and Peralta Pavilion Student Lounge should make sure that all appliances and lights are turned off, dishes and utensils washed and put away, and the area cleaned before leaving. Personal items in the refrigerator should be marked with the owner's name and date.

Living Room

The Bechtel Hall living room (first floor) may be scheduled using the Outlook calendar for meetings or social gatherings. Otherwise, it is available to all students for reading, piano playing, and other living room activities. The living room may also be reserved by faculty and staff and at times may not be available for student use.

Lockers

Lockers are available for commuting students at no cost. Lockers are located in the bathrooms by the swimming pool off Lower Towne Court and in the bathrooms in the basement level of Peralta Pavilion adjacent to the Anatomy Lab. Students must provide their own locks.

Lost and Found

Lost and found services are available from the Front Desk on the first floor in Bechtel Hall, HEC Front Desk, and Facilities Department.

Sammy's Café Lounge and Peralta Pavilion Student Lounges

Student Lounges may be used by students and their guests. All students must clean up after themselves when using these areas. The Student Lounge may be reserved for parties or meetings by contacting the Assistant Vice President of Enrollment and Student Services.

Sun Deck

The sun deck is located on the roof of Bechtel Hall. The key may be checked out from the Front Desk. Appropriate attire is required at all times on the sun deck. This area is reserved for Bechtel Hall residents only.

Swimming Pool

The swimming pool is available to SMC students, faculty and staff during posted hours. The key may be checked out from the Front Desk with collateral (an item of identification, such as driver's license) left as security. No more than two guests may be taken to the pool at one time, and the buddy system must be used by all persons using the pool. All posted warnings and directions must be observed; no lifeguard is on duty and students swim at their own risk. No food is allowed in the pool room and beverages must be in non-breakable plastic containers. No glass is allowed. Appropriate attire is required at all times in the pool area. No one under 18 is allowed in the pool without adult supervision.

LEARNING CENTERS

SACRAMENTO REGIONAL LEARNING CENTER (SRLC)

Located at 2700 Gateway Oaks Drive, 1st floor, this location has staff and faculty offices, 12-bed skills lab, Simulation lab and a Tandberg classroom. There are also traveling space offices for Student Services.

Located at 2710 N. Gateway Oaks Drive, Suite 360, at this location there are two large wireless classrooms, student computer lab, lounge, and small library with part-time librarian. Also the administrative offices are found at this location.

ST. MARY'S MEDICAL CENTER

Located at 2250 Hayes Street, 3rd Floor, there are administrative offices such as the Dean and administrative assistant, 2 casting labs, x-ray lab, student computer lab/lounge. This location is where most of the clinical rotations take place.

SAN FRANCISCO LEARNING CENTER

Located at 555 San Jose Avenue (St. Luke's Hospital), this location includes faculty/staff offices, 2 large wireless classrooms, one includes Tandberg capability, 12-bed skills lab, student computer lab, along with small library and part-time librarian, and a small break room.

SAN MATEO LEARNING CENTER

Located at 1720 South Amphlett Boulevard, this location includes faculty/staff offices, 2 large wireless classrooms, one includes Tandberg capability, 12-bed skills lab, student computer lab, along with small library and part-time librarian, break room, conference room and traveling office space for student services.



Emergency and Disaster Plan

Disaster Responsibilities

Alta Bates Summit Medical Center publishes a complete disaster plan. Copies are available from the Facilities Director. Each student should pay special attention during orientation and residence hall meetings to specific directions in the event of fire, disaster, bomb threats, electrical outages, or other emergencies. Disaster and fire drills are conducted regularly. Students must follow all guidelines for residence evacuation and are expected to assume assignments within the Medical Center in case of a real disaster.

Resident assistants (RAs) have general charge of evacuation of occupants on their floors. RAs will have the following information:

- how to report a fire
- location of fire alarm and extinguishers
- evacuation routes

Additionally, the RAs will:

- See that all occupants on the floor conduct themselves in a safe and orderly manner when evacuation is necessary.
- Direct occupants to safest stairway to predesignated area clear of building on opposite side of Hawthorne Avenue.
- Instruct occupants to proceed outside and hold doors for others to keep them moving out and clear of building.
- Keep doors closed when smoke is detected and lay blankets at bottom to seal.
- Close doors as the rooms are checked and leave immediately by safest route.

Fire/Explosion/Earthquake

The fire exits are posted on each floor with recommended exit instructions. The alarm system is set to notify the local fire department automatically. Students should always evacuate Bechtel Hall and Lower Towne Court any time the alarm sounds in that area. Residents need not evacuate for a fire alarm in another building. A legend is located on each floor. Students and College personnel in the residence and/or classrooms are advised to:

In case of fire

- Remain calm.
- Close but do not lock all windows and doors.
- Do not exit through a door that is hot—if door is hot, walk (do not run) to nearest exit.
- If available, put wet washcloth over mouth and nose and wear shoes as you leave room.
- Do not take elevator—use stairs only. Exit from residence on Hawthorne Avenue and quickly move to the Providence Pavilion/Hawthorne Avenue parking lot for roll call.



In case of earthquake

Stay where located and get under heavy furniture or stand in doorway, staying away from windows until quake subsides, and wait for the all-clear signal.

In case of an external disaster

The hospital operator will page: “Attention, Attention, Please, Code disaster has been announced.”

Students and College personnel on duty in the clinical areas should remain in assigned clinical area and carry out duties as directed.

Students and College personnel in classroom and/or residence areas should report to the labor pool in the Bechtel Hall Living Room and await assignment. Since this PA system does not operate in Bechtel Hall, Towne Court, the HEC, or the Peralta Pavilion, Front Desk receptionists and resident assistants will enlist the help of others immediately to notify occupants of these areas that a disaster has occurred.

Fire Alarm

The fire exits are posted on each floor of Bechtel Hall and the HEC with recommended exit instructions. The alarm system is set to notify the local fire department automatically. Occupants should always count the first series of bells and evacuate the appropriate building any time the alarm sounds.

Peralta Pavilion

If the fire alarm sounds in Peralta Pavilion, College personnel and students should evacuate to the nearest exit, closing but not locking doors behind you.

Administrative Offices and Services

Office/Appointment Hours for Faculty and Staff

Faculty office hours are posted each term. In addition, individual appointments may be made. Staff and administrative offices are generally open from 8 a.m. to 5 p.m., Monday through Friday. An appointment may be made by contacting the appropriate office. All College offices and facilities are closed the day after Thanksgiving, and December 25 through January 1 each year.

Campus Service Center (CSC)

Located in Room 2830 in the Peralta Pavilion, the CSC is the first contact for assistance in the Offices of Financial Aid, the Registrar, and Student Accounts. Services provided by the Campus Service Center include: pick up refund checks, pick up alternative loan checks, questions about your student tuition statement, transcript requests, enrollment/degree verifications, form and petition pick up and drop off; address changes, registration, scholarship applications, verification documents, pick up loan applications, basic financial aid overview, and schedule counseling appointments.

Office of Admission

Staff in the Office of Admission conduct outreach activities to potential undergraduate and graduate students and counsel applicants in the process of completing prerequisites and application procedures. Open houses are held on a regular basis to acquaint interested students with the College's programs, facilities, faculty, and enrolled students. Faculty, staff and students play an active part in the admission effort at Samuel Merritt by helping to identify the most academically able and talented students who will benefit from our programs of instruction.

Office of Financial Aid

Financial aid staff are available to counsel students regarding their financial situations and to assist them in finding the best ways to finance their education. The department maintains information about loans and scholarship resources and provides any needed individual assistance in making application for them. Various programs exist to assist students in meeting their educational expenses.

Office of Human Resources

The Human Resources Office coordinates student employment; the department also assists students who have been injured during the course of their clinical assignment or student employment. Listings of on-campus and off-campus work/study positions and student employment opportunities are available in Human Resources and on the College website. Students must complete employment paperwork prior to beginning work; their student timecards are available at the Campus Service Center and must be turned in each pay period.

Office of Institutional Research

The Office of Institutional Research and Evaluation collects and analyzes data about the College and its programs, students, and alumni for reporting to various governmental and accrediting agencies. The College obtains data at entry and exit on its students and conducts regular surveys. The results of this research are used in curriculum planning, program evaluation, and to help faculty and staff better understand students' needs, opinions, and achievements.

Office of The President

The Office of the President (OP) serves the entire College community: students, faculty, staff, alumni, donors, its parent organization Sutter Health and co-affiliate Alta Bates Summit Medical Center (ABSMC), governing bodies, the public, and other external institutions or organizations. The OP functions to enhance the values of the College and its mission, serving all divisions to demonstrate outstanding commitment to the education of our students, quality service and institutional effectiveness.

The OP supports the executive activities of the President, the SMC Board of Regents, and planning and policy bodies of the College.

The Office of Development and Alumni Affairs (DAA), located in the Office of the President, is responsible for raising funds from a variety of sources including SMC alumni, and to support College programs and capital needs.

Office of The Registrar

The Registrar and staff are responsible for all aspects of student registration and records, as well as the interpretation and application of academic rules and regulations. Additional services include the preparation and distribution of enrollment, scholastic, and census reports; provision of transcripts for students and alumni; certification of degrees; compliance with veterans' affairs regulations and policies applicable to students; and administration of the institutional policy concerning confidentiality of and access to student records.

Office of Student Accounts

Student Accounts, located in the Peralta Pavilion, is responsible for billing all tuition, room and board, health insurance and various fees. Payment plans or other financial arrangements may be made through Student Accounts, but must be completed within specific time frames as outlined in the student's registration information mailed each semester. Payments may be dropped off at the Peralta Pavilion office. Student Accounts interacts closely with students and the Financial Aid Office in an effort to facilitate payment of student college expenses.

Office of Student Services

The Office of Student Services is located in Bechtel Hall and provides leadership for the following areas: Residential Living, Student Activities, Community Outreach, Student Council, Career Services, New Student Orientation, Counseling Services, Student Health Insurance, Non-Academic Judicial/Discipline Hearings, Scholars in Service, and Multicultural Committee. The Office of Student Services can also provide advocacy, support, and guidance to students while they are at Samuel Merritt College.

Academic and Instructional Innovation

The Department of Academic and Instructional Innovation (A&I) is a newly created department in the Academic Division to provide faculty, staff, and students access to the pertinent tools needed to successfully integrate technology and innovation into education. A&I is responsible for evaluation, design, development, implementation, and training of instructional, innovative, and academic focused technology, tools, and practices. We are responsible for assisting the college faculty/programs in leveraging resources for teaching and learning online and in the classroom, and measuring the effectiveness of these resources. We are available for teaching, learning, guidance, advising, and research.

Division of Finance and Administration

The Division of Finance and Administration oversees and manages the facilities, financial services, information technology services, and student accounts of the College. The Division of Finance and Administration assists students, faculty and staff in making informed business and strategic financial decisions by providing timely, reliable and accurate financial information in compliance with standard accounting principles, and state and federal regulations.

The Division of Finance and Administration facilitates the work of the College, and coordinates with Alta Bates Summit Medical Center (ABSMC) and external constituents to provide an appropriate educational and work environment, including services for students, staff and faculty of Samuel Merritt College. The Office of Business Affairs supports the Vice President of Finance and Administration, CFO, including staff positions that are responsible for the development and implementation of budgeting and financial planning processes, and in the development and monitoring of contract management systems.



Federal and State Regulatory Policies

AFFIRMATION OF NONDISCRIMINATION

Samuel Merritt College does not discriminate on the basis of sex, age, race, color, ethnic or national origin, disability or handicap, religion, marital status, sexual orientation, or status as a Vietnam-era veteran in the administration of employment, admission, financial aid, or educational programs. Nondiscrimination is consonant with the principles and practices of the College and is required by Section 504 of the Rehabilitation Act of 1973; Titles I and III of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Equal Pay Act of 1963, as amended by the Education Amendments of 1972; the Age Discrimination in Employment Act of 1967; the Age Discrimination Act of 1974; and various other federal, state and local statutes and regulations.

AMERICANS WITH DISABILITIES ACT

The College conforms to all requirements under Title III-Public Accommodations Owned by Private Entities of the Americans with Disabilities Act of 1990. No individual shall be discriminated against on the basis of disabilities in the full and equal enjoyment of goods, services, facilities, privileges, advantages or accommodations. Persons wishing to make suggestions or inquiries are to be directed to the Director of Academic Support and Disability Services. The Director organizes services to disabled students and to physically and mentally challenged students to help them pursue a successful program of study.

The Director, in collaboration with the Assistant Vice President of Enrollment and Student Services, is responsible for investigating and handling student complaints of discrimination and overseeing compliance with various laws and policies in cooperation with Samuel Merritt College's Office of Human Resources. If there is an unresolved disagreement over the appropriateness of a particular academic accommodation or complaints of discrimination, the Vice President of Enrollment & Student Services makes a final determination in the matter following dispute resolution procedures outlined in the Academic, Personal, and Professional Integrity section.

The College maintains a list of the cognitive, affective, and psychomotor skills deemed essential to the completion of each entry-level professional program and to perform as a competent generalist practitioner. These guidelines are available from the Office of Academic Support and Disability Services 510.869.6616 and on the Samuel Merritt College website www.samuelmerritt.edu under Disability Services. It is the responsibility of the student to request any accommodation for essential functions. The College will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, or difficulty, or are unduly disruptive to the educational process.

The College operates in compliance with the Civil Rights Statutes which prohibit exclusion of qualified handicapped individuals from employment or enrollment/participation in programs receiving federal financial aid. Both the handicapped individual and the institution share responsibility for meeting any needed accommodations.

Essential Skills/Functions for Professional Programs

Title III of the Americans with Disabilities Act provides comprehensive civil rights protections for "qualified individuals with disabilities." An "individual with a disability" is a person who:

- has a physical or mental impairment that substantially limits a "major life activity," or
- has a record of such an impairment, or
- is regarded as having such an impairment.

The ADA Handbook published by the Equal Employment Opportunity Commission and the Department of Justice states: "examples of physical or mental impairments include, but are not limited to, such contagious and noncontagious diseases and conditions as orthopedic, visual, speech, and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism."

"Major life activities" include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Individuals who currently engage in the illegal use of drugs are not protected by the ADA when an action is taken on the basis of the recurrent illegal use of drugs.

"Qualified" individuals are defined as follows:

A "qualified" individual with a disability is one who meets the essential eligibility requirements for the program or activity.

THE JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT (CLERY ACT)

Students are required to report any criminal actions or other related issues immediately to the Manager for Security at Alta Bates Summit Medical Center (ABSMC). ABSMC security makes every effort to respond promptly and investigate the reports. ABSMC security handles all criminal situations and assists students when outside law enforcement is necessary. ABSMC security may be reached by dialing: Merritt and Providence Pavilions: 510.655.4000, x7847.

Security officers are responsible for protecting the interests and property of the College including Bechtel Hall. ABSMC Security has access to every part of the College. ABSMC security upholds the rules and regulations set forth by the College, and, along

with the administrative staff, enforces all rules in accordance with applicable personnel policies. There are, however, numerous situations where the security department works with outside law enforcement agencies on an administrative basis. Security officers are trained to write accurate reports and to deliver them to proper authorities in a timely fashion.

Security sponsors security awareness fairs designed to educate students on security procedures and practices. Security also participates in new student orientation in order to inform new students about all facets of College security. In addition, from time to time the Assistant Vice President of Enrollment and Student Services sponsors security awareness and crime prevention workshops.

The College reserves the right to proceed against any student involved in criminal activity (see “Procedures for Behavioral Misconduct”). See “Counseling” for resources available to students who are victims of sexual assault and other crimes.

As required in Title II of Public Law 101-542, the Clery Act, information about reported crime on campus is being made available to the College community (see tables).

For information regarding these activities, please contact the Assistant Vice President of Enrollment and Student Services.

DRUG FREE SCHOOLS AND COMMUNITIES ACT OF 1989

The Drug Free Schools and Communities Act Amendment of 1989 requires all colleges and universities to distribute information about alcohol and substance abuse to their students.

Any Samuel Merritt College student who violates College alcohol and substance abuse policies is subject to disciplinary action up to and including suspension or expulsion from the College. Nursing students convicted of the possession or sale of illegal drugs may be denied licensure by the Board of Registered Nursing and physical therapy students by the Board of Medical Quality Assurance. The California Board of Registered Nursing defines use of illegal substances as “...unfitness to perform nursing functions in a manner consistent with the public health, safety, or welfare” (California Administrative Code, Section 1444). Physical therapy licenses may be suspended or revoked for “habitual intemperance” and “addiction to the excessive use of any habit-forming drug” (Board of Medical Quality Assurance). Occupational therapists are registered at the national level by the National Board for Certification in Occupational Therapy and licensed within the state of California. Occupational therapy students who are convicted of the possession or sale of illegal drugs may be denied the opportunity to sit for the national certification examination, which means they would not become registered occupational therapists. Occupational therapy licenses may be denied, suspended or revoked for these offenses.

If you have personal concerns about the abuse of tobacco, alcohol, and drugs, we encourage you to make a confidential appointment to see our counselor 510.869.1516. There is no charge for these services. The Assistant Vice President of Enrollment and Student Services 510.869.6627 is available to talk confidentially with any student about concerns and to make referrals as appropriate. Under the comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 and Drug Abuse Office and Treatment Act of 1979, patient confidentiality is protected.

Resources and Referrals On Campus

Counseling and support groups:

- Samuel Merritt College Counseling Services 510.869.1516
- Assistant Vice President of Enrollment and Student Services 510.869.6627

Resources and Referrals In the Community

Twelve-Step Programs:

- Alcoholics Anonymous 510.839.8900
- Cocaine Anonymous, Marijuana Anonymous, Narcotics Anonymous, Al-Anon (for friends and family members—510.276.2270
- Alameda County Alcohol and Drug Abuse Services 510.268.2525
- Alcoholism and Drug Abuse Council of Contra Costa County 510.932.8100
- National Council on Alcoholism 415.296.9900

DRUG FREE WORKPLACE POLICY

In compliance with federal regulations, Samuel Merritt College reaffirms its policy that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited on the college campus and its learning environments, including clinical agencies and in any of its activities. An employee or student found to be engaged in any of the foregoing activities may be required to participate in a drug-abuse assistance or rehabilitation program and is subject to disciplinary action, up to and including notification of any appropriate licensing agency and employee termination or student dismissal.

Drug abuse has no place in the learning environment or in client-care settings. Drug counseling, rehabilitation, and assistance are available to employees and students through Alta Bates Summit Medical Center’s MPI behavioral services. The College encourages students and employees to seek counseling privately, through MPI, or in the case of undergraduate nursing students, through Saint Mary’s College counseling office. Except as required by the regulation, strictest confidence will be observed.

2007 Crime Report for Samuel Merritt College · Oakland Campus

This chart includes offenses that were reported to Samuel Merritt College, Alta Bates Summit Medical Center Security Services and other College officials who have significant responsibilities for student and campus activities. These offenses are compiled using the Uniform Crime Reporting procedures in accordance with the provisions of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Revision of selection criteria for Public Property occurred 10/2004 after consultation with DOE.

Criminal and Hate Offenses Total Crimes Reported (includes attempts)	On Campus						Non-Campus			Public Property*		
	2005		2006		2007		2005	2006	2007	2005	2006	2007
	Res.	Other	Res.	Other	Res.	Other						
Murder/Non-negligent manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Forcible sex offenses (including forcible rape)	0	0	0	0	0	0	0	0	0	0	0	0
Nonforc. sex offenses	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	1	0	0	0	0	0	0
Motor vehicle theft	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Hate Offenses (by prejudices)												
Race	0	0	0	0	0	0	0	0	0	0	0	0
Gender	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	0	0	0	0	0	0	0	0	0	0
Sexual Orientation	0	0	0	0	0	0	0	0	0	0	0	0
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0
Disability	0	0	0	0	0	0	0	0	0	0	0	0
Disciplinary Actions/Judicial Referrals												
Liquor law violations	0	0	0	0	0	0	0	0	0	0	0	0
Drug law violations	0	0	0	0	0	0	0	0	0	0	0	0
Illegal weapons possessions	0	0	0	0	0	0	0	0	0	0	0	0
Arrests												
Liquor law violations	0	0	0	0	0	0	0	0	0	0	0	0
Drug law violations	0	0	0	0	0	0	0	0	0	0	0	0
Illegal weapons possessions	0	0	0	0	0	0	0	0	0	0	0	0

FEDERAL, STATE AND LOCAL SANCTIONS ABOUT ALCOHOL AND OTHER DRUGS

The following information about alcohol and other drugs, sanctions, and their effects is provided by the United States Department of Education and the Western Center for Drug-Free Schools and Communities/Northwest Regional Educational Laboratory.

Tobacco

Every person, firm, or corporation which knowingly sells or gives or in any way furnishes to another person who is under the age of 18 years any tobacco, cigarette, or cigarette papers, or any other preparation of tobacco, or any other instrument or paraphernalia that is designed for the smoking or ingesting of tobacco, or products prepared from tobacco, or any controlled substance, is guilty of a misdemeanor. (Penal Code 308)

Alcohol

Every person who sells, furnishes, gives, or causes to be sold, furnished, or given away, any alcoholic beverage to any person under the age of 21 is guilty of a misdemeanor. (Business and Professional Code 25658[a])

Any person under the age of 21 who purchases any alcoholic beverage, or any person under the age of 21 years who consumes any alcoholic beverages in any on-sale premises, is guilty of a misdemeanor. (Business and Professional Code 25658 [b])

Any person under the age of 21 years who has any alcoholic beverage in his possession on any street or highway or in any public place or in any place open to the public is guilty of a misdemeanor. This section does not apply to possession by a person under the age of 21 years making a delivery of an alcoholic beverage in pursuance of the order of his parent or in pursuance of his employment. (Business and Professional Code 25662)

2007 Crime Report for Samuel Merritt College · Sacramento Regional Learning Center

This chart includes offenses that were reported to Sutter Campus Security, Samuel Merritt College and other College officials who have significant responsibilities for student and campus activities. These offenses are compiled using the Uniform Crime Reporting procedures in accordance with the provisions of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Revision of selection criteria for Public Property occurred 10/2004 after consultation with DOE.

Criminal and Hate Offenses Total Crimes Reported (includes attempts)	On Campus			PublicProperty*		
	2005	2006	2007	2005	2006	2007
Murder/Non-negligent manslaughter	0	0	0	0	0	0
Forcible sex offenses (including forcible rape)	0	0	0	0	0	0
Nonforcible sex offenses	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated assault	0	0	0	0	0	0
Burglary	0	0	0	0	0	0
Motor vehicle theft	0	0	0	0	0	0
Arson	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0
Hate Offenses (by prejudices)						
Race	0	0	0	0	0	0
Gender	0	0	0	0	0	0
Religion	0	0	0	0	0	0
Sexual Orientation	0	0	0	0	0	0
Ethnicity	0	0	0	0	0	0
Disability	0	0	0	0	0	0
Disciplinary Actions/Judicial Referrals						
Liquor law violations	0	0	0	0	0	0
Drug law violations	0	0	0	0	0	0
Illegal weapons possessions	0	0	0	0	0	0
Arrests						
Liquor law violations	0	0	0	0	0	0
Drug law violations	0	0	0	0	0	0
Illegal weapons possessions	0	0	0	0	0	0

Note: The college expanded its facility in 2006.

*These statistics were acquired from the Oakland Police Department's Crime Statistics Web Page <http://www.oaklandpolice.com/index.html> and Sacramento Police Department's Crime Statistics Web Page <http://www.sacpd.com>. For more information about crime statistics on the College campus, please contact the Assistant Vice President of Enrollment and Student Services at 510.869.6627.

CHART KEY

Definition of On-Campus - Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to the institution's educational purposes. These buildings include residential halls, any building or property that is owned by the institution but controlled by another person, those frequently used by students and those that support institutional purposes such as a food or retail vendor.

Definition of Non-Campus - Includes any building (or property) owned or controlled by student organizations recognized by the school; and any building or property owned or controlled by the school, that is not within the same reasonable contiguous area.

Definition of Public Property - Public property is defined as the area that is within the same reasonably contiguous geographic area of the school; or is adjacent to a facility owned or controlled by the school, and the facility is used by the school in a manner related to the institution's educational purpose.

It is unlawful for a person under the age of 18 years who has 0.05 percent or more, by weight, of alcohol in his or her blood to drive a vehicle. (California Vehicle Code 23140[a])

It is unlawful for any person, while under the influence of an alcoholic beverage or any drug, or under the combined influence of an alcoholic beverage and any drug, to drive a vehicle and, when so driving, do any act forbidden by law or neglect any duty imposed by law in the driving of the vehicle, which act or neglect proximately causes death or bodily injury to any person other than the driver. (California Vehicle Code 28258[a])

It is unlawful for any person, while having 0.08 percent or more, by weight, of alcohol in his or her blood to drive a vehicle and, when so driving, do any act forbidden by law or neglect any duty imposed by law in the driving of the vehicle, which act or neglect proximately causes death or bodily injury to any person other than the driver. (California Vehicle Code 25158[b])

No person shall drink any alcoholic beverage while driving a vehicle upon any highway. Every person who possesses, while driving a motor vehicle upon a highway, not more than one avoirdupois ounce of marijuana other than concentrated cannabis, is guilty of a misdemeanor and shall be punished by a fine of not more than one hundred dollars (\$100). (California Vehicle Code 23220 and 23222[b])

It is unlawful for the registered owner of any motor vehicle, or the driver if the registered owner is not then present in the vehicle, to keep in a motor vehicle, when the vehicle is upon any highway, any bottle, can or other receptacle containing any alcoholic beverage which has been opened, or a seal broken, or the content of which have been partially removed, unless the container is kept in the trunk of the vehicle, or kept in some other area of the vehicle not normally occupied by the driver or passengers, if the vehicle is not equipped with a trunk. A utility compartment or glove compartment shall be deemed to be within the area occupied by the driver and passengers. (California Vehicle Code 23225)

2007 Crime Report for Samuel Merritt College · San Francisco Learning Center

This chart includes offenses that were reported to St. Luke's Campus Security, Samuel Merritt College and other College officials who have significant responsibilities for student and campus activities. These offenses are compiled using the Uniform Crime Reporting procedures in accordance with the provisions of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Revision of selection criteria for Public Property occurred 10/2004 after consultation with DOE.

Criminal and Hate Offenses Total Crimes Reported (includes attempts)	On Campus						PublicProperty*				
	2005		2006		2007		2005	2006	2007		
	Res.	Other	Res.	Other	Res.	Other					
Murder/Non-negligent manslaughter	0	0	0	0	0	0	0	0	0	<p>Note: The college expanded its facility in 2006.</p> <p>*These statistics were acquired from the San Francisco Police Department's Crime Statistics Web Page http://www.sfpd.org. The statistics reported in this section reflect the neighborhood as defined by San Francisco Police. The statistics may reflect activity that happened beyond property that is adjacent to the College property. The statistics also include both commercial and residential activity. For more information about crime statistics on the College campus, please contact the Assistant Vice President of Enrollment and Student Services at 510.869.6627.</p>	
Forcible sex offenses (including forcible rape)	0	0	0	0	0	0	0	0	0		
Nonforc. sex offenses	0	0	0	0	0	0	0	0	0		
Robbery	0	0	0	0	0	0	0	0	0		
Aggravated assault	0	0	0	0	0	0	0	0	0		
Burglary	0	0	0	0	0	0	0	0	0		
Motor vehicle theft	0	0	0	0	0	0	0	0	0		
Arson	0	0	0	0	0	0	0	0	0		
Negligent Manslaughter	0	0	0	0	0	0	0	0	0		
Hate Offenses (by prejudices)											
Race	0	0	0	0	0	0	0	0	0		
Gender	0	0	0	0	0	0	0	0	0		
Religion	0	0	0	0	0	0	0	0	0		
Sexual Orientation	0	0	0	0	0	0	0	0	0		
Ethnicity	0	0	0	0	0	0	0	0	0		
Disability	0	0	0	0	0	0	0	0	0		
Disciplinary Actions/Judicial Referrals											
Liquor law violations	0	0	0	0	0	0	0	0	0		
Drug law violations	0	0	0	0	0	0	0	0	0		
Illegal weapons possessions	0	0	0	0	0	0	0	0	0		
Arrests											
Liquor law violations	0	0	0	0	0	0	0	0	0		
Drug law violations	0	0	0	0	0	0	0	0	0		
Illegal weapons possessions	0	0	0	0	0	0	0	0	0		

No person under the age of 21 shall knowingly drive any motor vehicle carrying any alcoholic beverage, unless the person is accompanied by a parent or legal guardian or is employed by a licensee under the Alcoholic Beverage Control Act, and is driving the motor vehicle during regular hours and in the course of the person's employment. (California Vehicle Code 232246)

No passenger in any motor vehicle who is under the age of 21 years shall knowingly possess or have under that person's control any alcoholic beverage, unless the passenger is accompanied by a parent or legal guardian or is employed by a licensee under the Alcoholic Beverage Control Act, and the possession or control is during regular hours and in the course of the passenger's employment. (California Vehicle Code 23224[b])

If the vehicle used in any violation of the two preceding subdivisions is registered to an offender who is under the age of 21 years, the vehicle may be impounded at the owner's expense for not less than one day nor more than 30 days for each violation. (California Vehicle Code 23224[c])

The driver's license of any person under 21 years of age convicted of a violation of this sanction shall also be suspended for not less than 15 days nor more than 30 days. (California Vehicle Code 23224[d])

Liability

A cause of action may be brought by or on behalf of any person who has suffered injury or death against any person licensed or required to be licensed, or any person authorized by the federal government to sell alcoholic beverages on a military base or other federal enclave, who sells, furnishes, gives or causes to be sold, furnished or given away any alcoholic beverage to any obviously intoxicated minor where the furnishing, sale or giving of that beverage to the minor is the proximate cause of the personal injury or death sustained by that person. (Business and Professional Code 25602.1)

False Identification

Any person under the age of 21 years who presents or offers to any licensee, his agent or employee, any written, printed or photostatic evidence of age and identity which is false, fraudulent or not actually his own for the purpose of ordering, purchasing, attempting to purchase or otherwise procuring or attempting to procure, the serving of any alcoholic beverage, or who has in his possession any false or fraudulent written, printed, or photostatic evidence of age and identity, is guilty of a misdemeanor and shall be punished by a fine of at least two hundred dollars (\$200), no part of which shall be suspended. (Business and Professional Code 25661)

Any person who sells, gives, or furnishes to any person under the age of 21 years any false or fraudulent written, printed, or photostatic evidence of the majority and identity of such person or who sells, gives, or furnishes to any person under the age of 21 years evidence of majority and identification of any other person is guilty of a misdemeanor. (Business and Professional Code 25660.5)

Alcohol and Drug Education for Offenders

Any person found to have committed a violation of driving under the influence shall be required to participate in the alcohol education program. The court shall require the minor to participate in an alcohol education program or a community service program which provides an alcohol education component unless the court finds that the minor, or the minor's parent or parents, is unable to pay required fees for the program, there is no appropriate program located in the county, or other specific circumstances justify failure to impose this requirement. (California Vehicle Code 23141)

If the court finds it just and reasonable, the court may order the parent or parents of a minor who is ordered to participate in an alcohol education program or a community service program which provides an alcohol education component pursuant to this article, to pay the required fees for the program. (California Vehicle Code 23143)

Marijuana

Possession

Every person who possesses any concentrated cannabis shall be punished by imprisonment in the county jail for a period of not more than one year or by a fine of not more than five hundred dollars (\$500), or by both such fine and imprisonment, or shall be punished by imprisonment in the state prison. (Health and Safety Code 11357[a])

Every person who possesses not more than 28.5 grams of marijuana, other than concentrated cannabis, is guilty of a misdemeanor and shall be punished by a fine of not more than one hundred dollars (\$100). (Health and Safety Code 11357[a])

Every person who possess more than 28.5 grams of marijuana, other than concentrated cannabis, shall be punished by imprisonment in the county jail for a period of not more than six months or by a fine of not more than five hundred dollars (\$500), or by both such fine and imprisonment. (Health and Safety Code 11357[c])

Every person who possess for sale any marijuana except as otherwise provided by law, shall be punished by imprisonment in the state prison. (Health and Safety Code 11359)

Transportation

Every person who transports, imports into this state, sells, furnishes, administers, or gives away, or offers to transport, import into this state, sell, furnish, administer, or give away, or attempts to import into this state or transport any marijuana shall be punished by imprisonment in the state prison for a period for two, three, or four years. (Health and Safety Code 11360[a])

Every person who gives away, offers to give away, transports, offers to transport, or attempts to transport not more than 28.5 grams of marijuana, other than concentrated cannabis, is guilty of a misdemeanor and shall be punished by a fine of not more than one hundred dollars (\$100). (Health and Safety Code 11360[b])

Peyote

Every person who plants, cultivates, harvests, dries, or plants the genus *Lophophora*, also known as peyote, or any part thereof shall be punished by imprisonment in the county jail for a period of not more than one year in the state prison. (Health and Safety Code 11363)

Inhalants

Sale

Every person who sells, dispenses or distributes toluene, or substance or material containing toluene, to any person who is less than 18 years of age shall be guilty of a misdemeanor, and upon conviction shall be fined a sum of not less than one thousand dollars (\$1,000), nor more than two thousand five hundred (\$2,500), or by imprisonment for not less than six months nor more than one year. (Penal Code 380[a])

The provisions of this section (inhalants) shall apply to, but are not limited to, the sale or distribution of glue, cement, dope, paint thinners, paint, and any combination of hydrocarbons either alone or in combination with any substance or material including, but not limited to paint, paint thinners, shellac thinners, and solvents, which when inhaled, ingested or breathed, can cause a person to be under the influence of, or intoxicated from, any such combination of hydrocarbons.

This section (inhalants) shall not apply to any glue or cement which has been certified by the State Department of Health Services as containing a substance which makes such glue or cement malodorous or causes such glue or cement to induce sneezing, nor shall this section apply where the glue or cement is sold, delivered, or given away simultaneously with or as a part of a kit used for the construction of model airplanes, model boats, model automobiles, model trains, or other similar models used for the assembly or creation of hobby craft items, using such components as beads, tiles, Tiffany glass, ceramics, clay, or other craft-related components. (Penal Code 380[d])

Inhaling

Any person who possesses toluene or any substance or material containing toluene, including, but not limited to, glue, cement, dope, paint thinner, paint and any combination of hydrocarbons, either alone or in combination with any substance or material including but not limited to paint, paint thinner, shellac thinner and solvents, with the intent to breathe, inhale or ingest for the purpose of causing a condition of intoxication, elation, euphoria, dizziness, stupefaction, or dulling of the senses or for the purpose of, in any manner, changing, distorting or disturbing the audio, visual or mental processes, or who knowingly and with the intent to do so is under the influence of toluene or any material containing toluene, or any combination of hydrocarbons is guilty of a misdemeanor. (Penal Code 381[a])

Nitrous Oxide

Any person who possesses nitrous oxide or any substance containing nitrous oxide, with the intent to breathe, inhale, or ingest for the purpose of causing a condition of intoxication, elation, euphoria, dizziness, stupefaction, or dulling of the senses or for the purpose of, in any manner, changing, distorting, or disturbing the audio, visual, or mental processes, or who knowingly and with the intent to do so is under the influence of nitrous oxide or any material containing nitrous oxide is guilty of a misdemeanor. This section shall not apply to any person who is under the influence of nitrous oxide or any material containing nitrous oxide pursuant to an administration for the purpose of medical, surgical, or dental care by a person duly licensed to administer such an agent. (Penal Code 381[b])

Narcotics and Dangerous Drugs

Possession

Every person who possesses any controlled substance, unless upon the written prescription of a physician, dentist, podiatrist, or veterinarian licensed to practice in this state, shall be punished by imprisonment in the state prison. (Health and Safety Code 11350[a])

Every person who possesses for sale any controlled substance shall be punished by imprisonment in the state prison for two, three, or four years. (Health and Safety Code 11351)

Providing

Every person who transports, imports into this state, sells, furnishes, administers, or gives away, or offers to transport, import into this state, sell, furnish, administer, or give away, or attempts to import into this state or transport any controlled substance, unless upon the written prescription of a physician, dentist, podiatrist, or veterinarian licensed to practice in the state, shall be punished by imprisonment in the state prison for three, four, or five years. (Health and Safety Code 11352)

Every person who agrees, consents, or in any manner offers to unlawfully sell, furnish, transport, administer, or give any controlled substance, or who offers, arranges, or negotiates to have any such controlled substance unlawfully sold, delivered, transported, furnished, administered, or given to any person and who then sells, delivers, furnishes, transports, administers, or gives, offers, arranges, or negotiates to have sold, delivered, transported, furnished, administered, or given to any person any other liquid substance, or materials in lieu of any such controlled substance shall be punished by imprisonment in the county jail for not more than one year, or in the state prison. (Health and Safety Code 11355)

Driving

It is unlawful for any person who is addicted to the use of any drug to drive a vehicle. The section (driving) shall not apply to a person who is participating in a methadone maintenance treatment program. (California Vehicle Code 23152[c])

Drug Paraphernalia

It is unlawful to possess an opium pipe or any device, contrivance, instrument, or paraphernalia used for unlawfully injecting or smoking a controlled substance. (Health and Safety Code 11364)

It is a misdemeanor for any person to deliver, furnish, or transfer, or to possess with intent to deliver, furnish, or transfer, or to manufacture with intent to deliver, furnish, or transfer, drug paraphernalia, knowing, or under circumstances where one reasonably should know, that it will be used to plant, propagate, cultivate, grow, harvest, manufacture, compound, convert, produce, process, prepare, test, analyze, repack, store, contain, conceal, inject, ingest, inhale, or otherwise introduce into the human body a controlled substance in violation of this division. (Health and Safety Code 11364.7[a])

Any person 18 years of age or over who violates the foregoing subdivision by delivering, furnishing, or transferring drug paraphernalia to a person under 18 years of age who is at least three years his or her junior is guilty of a misdemeanor and upon conviction may be imprisoned for not more than one year, fined not more than one thousand dollars (\$1,000) or by both. (Health and Safety Code 11364.7[b])

Presence Where Drugs are Being Used

It is unlawful to visit or to be in any room or place where any controlled substances, or which narcotic drugs, are being unlawfully smoked or used with knowledge that such activity is occurring. (Health and Safety Code 11365)

Disorderly Conduct

Every person who commits the following act is guilty of disorderly conduct, a misdemeanor:

Who is found in any public place under the influence of intoxicating liquor, any drug, controlled substance, toluene, or any combination of any intoxicating liquor, drug, controlled substance, or toluene, in such a condition that he or she is unable to exercise care for his or her own safety or the safety of others, or by reason of his or her being under the influence of intoxicating liquor, any drug, controlled substance, toluene, or any combination of any intoxicating liquor, drug, or toluene, interferes with or obstructs or prevents the free use of any street, sidewalk, or other public way. (Penal Code 647[f])

Imitations

Any person who knowingly manufactures, distributes, or possesses with intent to distribute, an imitation controlled substance is guilty of a misdemeanor and shall, if convicted, be subject to imprisonment for not more than six months in the county jail or a fine of not more than one thousand dollars (\$1,000), or both such imprisonment and fine. (Health and Safety Code 11680)

Possession of Drugs Without a Prescription

No person shall have in possession any controlled substance, except that furnished to such person upon the prescription of a physician, dentist, podiatrist, or veterinarian. (Business and Professional Code 4230)

Providing to Athletes

Any coach, trainer, or other person acting in an official or nonofficial capacity as an adult supervisor for an athletic team consisting of minors under the age of 18 who sells, gives, or otherwise furnishes to any member of that team a diuretic, diet pill, or laxative with the intent that it be consumed, injected, or administered for any nonmedical purpose such as loss of weight or altering the body in any way related to participation on the team or league, is guilty of a misdemeanor. (Penal Code 310.2[a])

Local Sanctions (Oakland)

Two Oakland Code provisions relate to drugs and alcohol. First, the Oakland Traffic Code provides:

It shall be unlawful for any person who is under the influence of intoxicating liquor or narcotic drugs to be in or about any vehicle to which he has right of access or control while such vehicle is in or upon any street or any other public place in the City of Oakland, unless the same is under the immediate control or operation of a person not under the influence of intoxicating liquor or narcotic drugs. (Oakland Traffic Code Section 109)

A first conviction for an infraction of Section 109 results in a fine not exceeding \$50.00. A second conviction within one year results in a fine not exceeding \$100.00, and a third or subsequent conviction within one year results in a fine not exceeding \$250.00.

Second, the Oakland Municipal Code states:

No person shall drink or have in his possession an open container of any alcoholic beverage:

1. on any public street, sidewalk, or other public way;
2. within fifty (50) feet of any public way while on private property open to public view without the express permission of the owner, or his agent, or the person in lawful possession thereof. (Oakland Municipal Code Section 3-4.21)

The penalty for violating this section is imprisonment in the county jail for not more than six months, a fine not more than \$500.00, or both.

SPECIFIC DRUGS AND THEIR EFFECTS

Tobacco

The smoking of tobacco products is the chief avoidable cause of death in our society. Smokers are more likely than nonsmokers to contract heart disease—some 170,000 die each year from smoking-related coronary heart disease. Lung, larynx, esophageal, bladder, pancreatic, and kidney cancers also strike smokers at increased rates. Some 20 percent of cancer deaths (130,000 per year) are linked to smoking. Chronic obstructive lung diseases such as emphysema and chronic bronchitis are ten times more likely to occur among smokers than among nonsmokers.

Smoking during pregnancy also poses serious risks. Spontaneous abortion, preterm birth, low birth weights, and fetal and infant death are all more likely to occur when the pregnant woman/mother is a smoker.

Cigarette smoke contains some 4,000 chemicals, several of which are known carcinogens. Other toxins and irritants found in smoke can produce eye, nose, and throat irritations. Carbon monoxide, another component of cigarette smoke, combines with hemoglobin in the blood stream to form carboxyhemoglobin, a substance that interferes with the body's ability to obtain and use oxygen.

Perhaps the most dangerous substance in tobacco smoke is nicotine. Although it is implicated in the onset of heart attacks and cancer, its most dangerous role is reinforcing and strengthening the desire to smoke. Because nicotine is highly addictive, addicts find it very difficult to stop smoking. Of 1,000 typical smokers, fewer than 20 percent succeed in stopping on the first try.

Although the harmful effects of smoking cannot be questioned, people who quit can make significant strides in repairing damage done by smoking. For pack-a-day smokers, the risk of heart attack dissipates after ten years. The likelihood of contracting lung cancer as a result of smoking can also be greatly reduced by quitting.

Alcohol

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at a greater risk than other youngsters of becoming alcoholics.

Cannabis

All forms of cannabis have negative physical and mental effects. Several regularly observed physical effects of cannabis are a substantial increase in the heart rate, bloodshot eyes, a dry mouth and throat, and increased appetite.

Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time, and reduce ability to perform tasks requiring concentration and coordination, such as driving a car. Research also shows that students do not retain knowledge when they are "high." Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco smoke.

Cocaine

Cocaine stimulates the nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart rate, respiratory rate and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Injecting cocaine with contaminated equipment can cause AIDS, hepatitis, and other diseases. Preparation of freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can produce psychological and physical dependency, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly.

Crack or freebase rock is extremely addictive, and its effects are felt within ten seconds. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures.

The use of cocaine can cause death by cardiac arrest or respiratory failure.

Other Stimulants

Stimulants can cause increased heart and respiratory rates, elevated blood pressure, dilated pupils, and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness, sleeplessness, and anxiety. Extremely high doses can cause a rapid or irregular heartbeat, tremors, loss of coordination and even physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure.

In addition to the physical effects, users report feeling restless, anxious, and moody. Higher doses intensify the effects. Persons who use large amounts of amphetamines over a long period of

time can develop an amphetamine psychosis that includes hallucinations, delusions, and paranoia. These symptoms usually disappear when drug use ceases.

Depressants

The effects of depressants are in many ways similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles, but somewhat larger doses can cause slurred speech, staggering gait, and altered perceptions. Very large doses can cause respiratory depression, coma, and death. The combination of depressants and alcohol can multiply the effects of the drugs, thereby multiplying the risks.

The use of depressants can cause both physical and psychological dependence. Regular use over time may result in a tolerance to the drugs, leading the user to increase the quantity consumed. When regular users suddenly stop taking large doses, they may develop withdrawal symptoms ranging from restlessness, insomnia, and anxiety to convulsions and death.

Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result.

Hallucinogens

Phencyclidine (PCP) interrupts the functions of the neocortex, the section of the brain that controls the intellect and keeps instincts in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

The effects of PCP vary, but users frequently report a sense of distance and estrangement. Time and body movement are slowed down. Muscular coordination worsens and senses are dulled. Speech is blocked and incoherent. Chronic users of PCP report persistent memory problems and speech difficulties. Some of these effects may last six months to a year following prolonged daily use. Mood disorders—depression, anxiety, and violent behavior—also occur. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations. Large doses may produce convulsions and coma, as well as heart and lung failure.

Lysergic acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. The physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, and tremors.

Sensations and feelings may change rapidly. It is common to have a bad psychological reaction to LSD, mescaline, and psilocybin. The user may experience panic, confusion, suspicion, anxiety and loss of control. Delayed effects, or flashbacks, may occur even after use has ceased.

Narcotics

Narcotics initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and possible death.

Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in disease such as AIDS, endocarditis, and hepatitis. Addiction in pregnant women can lead to premature, stillborn, or addicted infants who experience severe withdrawal symptoms.

Designer Drugs

Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

Many of the so-called designer drugs are related to amphetamines and have mild stimulant properties but are mostly euphorants. They can produce severe neurochemical damage to the brain.

The narcotic analogs can cause symptoms such as those seen in Parkinson's disease: uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusions, hallucinations, and impaired perception.

Anabolic Steroids

Anabolic steroids are a group of powerful compounds closely related to the male sex hormone testosterone. Developed in the 1930s, steroids are seldom prescribed by physicians today. Current legitimate medical uses are limited to certain kinds of anemia, severe burns, and some types of breast cancer.

Taken in combination with a program of muscle-building exercise and diet, steroids may contribute to increases in body weight and muscular strength. Because of these properties, athletes in a variety of sports have used steroids since the 1950s, hoping to enhance performance. Today, they are being joined by increasing numbers of young people seeking to accelerate their physical development.

Steroid users subject themselves to more than 70 side effects, ranging in severity from liver cancer to acne and including psychological as well as physical reactions. The liver and the cardiovascular and reproductive systems are most seriously affected by steroid use. In males, use can cause withered testicles, sterility, and impotence. In females, irreversible masculine traits can develop along with breast reduction and sterility. Psychological effects in both sexes include very aggressive behavior known as “roid rage” and depression. While some side effects appear quickly, others such as heart attacks and strokes, may not show up for years.

Signs of steroid use include quick weight and muscle gains (if steroids are being used in conjunction with a weight-training program); behavior changes, particularly increased aggressiveness and combativeness; jaundice; purple or red spots on the body; swelling of feet or lower legs; trembling; unexplained darkening of the skin; and persistent unpleasant breath odor. Steroids are produced in tablet or capsule form for oral ingestion, or as a liquid for intramuscular injection.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

Compliance

The Family Educational Rights and Privacy Act (FERPA) assures students who are over the age of eighteen or attending a post-secondary educational institution, and alumni of postsecondary educational institutions, that they will have access to certain of their educational records. It protects students’ and alumni rights to privacy by limiting transferability of these records without their consent, except in specific circumstances.

Samuel Merritt College complies fully with the intent and spirit of the Family Educational Rights and Privacy Act and the related Regulations. The Catalog/Handbook annually provides public notice of adherence to the Privacy Act. The policies and procedures of the College will remain subject to modification necessary or appropriate as a result of subsequent legislation, regulations, or judicial and federal administrative interpretations of the Act. Copies of the Act and regulations are available from the Office of the Registrar on request of students, parents and alumni. Any questions regarding the legislation or the College’s procedures and policies should be directed to the Academic Vice President.

Information maintained by the College relating to individual students or alumni of the College is held in confidence by the institution and its officers in conformance with the Family Educational Rights and Privacy Act of 1974. Access to such information within the College is limited to those specific faculty and administrative staff members who have legitimate educational interests in seeing the records in question.

Student Access to Records

A student may inspect materials belonging to her or his educational record at the office which is responsible for maintaining such information. The Registrar has the ultimate responsibility for establishing appropriate procedures for such inspection. The student is obliged to submit a written request which identifies as precisely as possible the record or records he or she wishes to inspect. The examination of the record will be conducted during reasonable hours, at the place the record is maintained, and not to interfere with the operation of the office. The Registrar may require that the student inspect the record only in the presence of the head of the office or a designated representative, who may assist in explaining and interpreting the information. The College will comply with the request within ten (10) days from the time of the request.

Where a record contains information on more than one student, a student requesting inspection will receive only that information which pertains to that student. A student does not have the right to inspect personally all such records as this would violate the privacy of other students.

There are some records to which the student has no access. These records which are excluded from the Privacy Act definition of educational records are:

- Financial records of parents.
- Letters and statements of recommendation for which the student has waived his or her right of access or which were placed in the file prior to January 1, 1975.
- Doctors’, psychiatrists’ and psychologists’ records. (However, students may have their own doctors or psychiatrists review the records.)
- Records of personnel of the College which are in the sole possession of the maker thereof and are not made accessible to or revealed to other persons.
- Records associated with an application to attend Samuel Merritt College if that application was denied.

Students may voluntarily waive their rights of access to confidential recommendations as of January 1, 1975, in two areas: job placement and receipt of awards. To execute a waiver, a student will be asked to sign and date a written form specifying that information to which she or he voluntarily waives the right of access. Such forms are available in the Office of the Registrar. In waiving her or his right of access, the student retains the right to be notified, upon request, of the name of each person who has submitted such a confidential evaluation or recommendation. Moreover, the recommendation may be used only for the purpose intended. A waiver may be revoked in writing with respect to any actions occurring after the revocation.

Student's Right to Challenge Accuracy of Record

Students seeking to challenge the accuracy of material in their educational record will be requested to state the basis for their challenge in writing to the Office of the Registrar. The head of the office may, if it is believed that circumstances warrant it, alter the material in accordance with the student's request. If, however, the head of the office believes the challenge is not warranted, the student will be referred to the due process policy in the Academic, Personal & Professional Integrity section. If a student is dissatisfied with the results of the hearing, she or he may place a statement with her or his record in question, which may contain comments on, or the reason for, the disagreement with the decision made not to correct or amend the record. This statement will be maintained as part of the record in question and will be disclosed with the record at all times. The Act does not give any student the right to contest a grade given in a course, but the Act does give the student the right to seek to correct an improperly recorded grade.



STUDENT'S RIGHT TO KNOW ACT OF 1990

Undergraduate student retention to graduation in the BSN program is as follows:

Student Right to Know Act of 1990 Four-, Five-, and Six-Year Rates by Year of Entry

Year Entered	Class Size		Percent Graduating Within		
	Cohort		4 years or less	5 years	6 years
1999-2000	81		84%	84%	85%
2000-2001	80		88%	89%	89%
2001-2002	77		73%	74%	75%
2002-2003	126		75%	78%	N/A

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Index

A

Academic Advisement.....86
Academic Calendar
 ABSN 4–9
 BSN 2+2..... 10
 Graduate.....11
 CSPM 12
Academic Division 16
Academic Forgiveness.....72
Academic Integrity..... 100
Academic Policies86
Academic Support 109
Accelerated Bachelor of Science
in Nursing.....23
Accelerated Bachelor of Science
in Nursing Admission.....73
Access to Records.....86, 142
Accreditation 1
Administration..... 144
Administrative Offices and Services 130
Admission, General.....68
Admission Procedures68
Advance Standing Credit for Post-
professional Programs.....86
Advanced Placement
 Undergraduate.....72
 MS Nursing Post-Professional75
Affirmation of Nondiscrimination 132
Alcoholic Beverage Policy 104
Alumni Society..... 122
Americans with Disabilities
Act (ADA) 132
Application Deadlines 68
Attendance86
Audiovisual Services.....119
Audit88
Authority to Obligate the College ... 104
Award of Academic Credit86

B

Bachelor of Science in Nursing..... 21
Bachelor of Science in
Nursing Admission..... 71
Background Checks69
Bechtel Hall 125
Board of Regents 144
Bookstore.....110
Bulletin Boards..... 104

C

Calendar..... 4–12
California Board of Registered Nursing..21
California School of
Podiatric Medicine60
Campus 125
Campus Crime Statistics 134
Campus Policies 104
Campus Sex Offenses 104
Ceremonies and Events.....110
Challenge Credit87
Class Lists90
Class Scheduling90
Clery Act 132
Client/Patient Participation in
Course-Related Activities 91
Code of Conduct 100
Code of Ethics..... 100
Commencement (see graduation
policies and procedures)..... 94, 96
Computer Requirements69
Computer Services.....119
Continued Enrollment96
Copying Services119
Copyright..... 104
Core Competencies..... 16
Counseling110
Course Credits/Course Numbering...20
Criminal Background Check69

Curriculum Overview

2+ 2 BSN Program23
ABSN23
MOT43
MPA56
MSN.....25–31
DPT49
DPM 61

D

Dates of Degree Conferral.....98
Dean's List—Undergraduates94
Department of
Occupational Therapy42
Department of Physical Therapy47
Department of Physician Assistant ..55
Directory Information..... 104
Disability Services 109
Disclosures and Truth
in Information..... 91
Dismissal..... 95
Dispute and Grievance Policy..... 101
Doctor of Physical Therapy47
Doctor of Physical Therapy Admission
Requirements77
Doctor of Podiatric Medicine 61
Doctor of Podiatric Medicine Admission
Requirements79
Double Credit96
Dress Code99
Drop and Add 91
Drug Free School and
Community Act of 1989 133
Drug Free Workplace Policy..... 133
Drugs and their Effects 139

E

Emergency and Disaster Plan	129
Employment	111
English as a Second Language Admission	69
Enrollment Eligibility.....	73–80
Entry-Level Master’s Degree in Nursing (ELMSN)	24
Escort Service.....	111
Evaluations/Outcome/Clinical	91
External Image of the College.....	105

F

Facilities	125
Facility Reservations	127
Faculty.....	147
Family Educational Rights and Privacy Act (FERPA).....	104, 142
Family Nurse Practitioner Program ...	27
Federal and State Regulatory Policies.....	132
Federal, State, and Local Sanctions About Alcohol and Other Drugs.....	134
Fees	81
Filing for Graduation and Diplomas	95, 97
Finals Week	92
Financial Aid	84
Financial Aid Probation	85
Financial Information	81
Food Services	119
Forms and Petitions	92
Free Assembly	105
Freshman Admission.....	71
Fundraising.....	105

G

Grade Changes	88
Grades, Grade Reports, Grading	87
Graduate Probation and Dismissal (MSN)	97
Graduate Progression and Graduation	96
Graduate Suspension and Dismissal	97
Graduation and Credentialing Requirements (MOT)	43
Graduation Policies and Procedures	94–98
Graduation With Honors.....	94
Grievance Policy	101

H

Health Insurance	112, 114
Health Services	112
History of the College	13

I

Identification Badges.....	106
In Progress Grading	89
Incomplete Grades	88
Independent Study	92
Index	158
Institutional Review Board (IRB)	106
International Students	69

L

Leave of Absence	92
Length of Study	96
Liability and Malpractice.....	93
Library— John A. Graziano Memorial	118, 125
Licensed Vocational Nurses (LVN)	71
Licensed Vocational Nurses (LVN)— 30-Unit Option.....	72
Licensure Requirement/ Denial of Licensure	91
Licensure Requirement (MSN)	91

M

Mail Service.....	119
Master of Occupational Therapy (MOT) Degree	42
Master of Occupational Therapy (MOT) Admission	76
Master of Science— Family Nurse Practitioner	27
Master of Science— Nurse Anesthesia.....	29
Master of Science in Nursing.....	24
Master of Science in Nursing Online Program.....	30
Master of Science in Nursing Online Program Admission.....	76
Master Physician Assistant (MPA)	56
Master Physician Assistant (MPA) Admission Requirements	78
Media Services	119
Mental Health Protocol	114
Mission and Values	15
MSN Post-Professional Admission Requirements	75

N

Nurse Anesthesia Program.....	29
Nurse Entrance Test	69

O

Occupational Therapy	42
----------------------------	----

P

Parking.....	119
Participation in Course Activities	97
Pass/Fail Grading	89
Payment of Tuition and Fees	83
Petitions and Forms	92
Physical Therapy.....	47
Physician Assistant.....	55
Podiatric Medicine	60
Post MSN FNP Certificate Program ...	27
Post-Professional Case Management MSN Track	26
Probation.....	95
Public Transportation.....	119

R

Readmission.....	93
Refund Policy.....	83
Registration.....	90
Repetition of a Course	88
Residential Living	121

S

Safe and Professional Practices in Clinical Settings.....	98
Samuel Merritt College Campus	125
Scholars In Service Program	84
School of Nursing	21
Sexual Harassment/Misconduct	106
Smoking	108
Solicitation	108
Special Status Admission.....	68
Student Activities	122
Student Awards and Recognition ...	122
Student Classification	93
Student Employment	111
Student Government and Organizations	120
Student Health Insurance	112, 114
Student Health Requirements and Health Policies.....	113
Student Health Services	112
Student Learning Outcomes	
Nursing (BS)	22
Nursing (MS).....	25
Occupational Therapy (MOT)	42
Physical Therapy (DPT).....	48
Physician Assistant (MPA)	56
Podiatric Medicine (DPM)	60
Student Life and Student Services .	109
Student Policy Development Process.....	121
Student Research Degree Requirements	94
Student Services	109
Student's Right to Know Act of 1990	143
Study Load and Residency Requirements (MSN).....	96
Synthesis Experience.....	94

T

Technical Standards.....	19
Theses Binding Policy	99
Transcripts.....	94
Transfer Between Graduate Nursing Programs	96
Transfer Credit	86
Transfer Entry (BSN)	71
Transportation and Parking.....	119
Truth in Information	91
Tuition	81
Tutorial Services	109

U

Undergraduate Degree Requirements	94
Undergraduate Progression and Graduation.....	94
Use of Common Area Facilities	127

V

Veterans' Education Benefits and Policy Statement.....	85
Vision	15

W

Weapons on Campus	108
Wellness.....	111
Withdrawal from a Course	90
Withdrawal from the College	90

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SAMUEL MERRITT COLLEGE

MAKING A DIFFERENCE

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SAMUEL MERRITT COLLEGE CATALOG

2008-2009 Catalog

ERRATA SHEET

At the discretion of Samuel Merritt College, the Catalog/Student Handbook policies, procedures, rules and fees are subject to change with two (2) weeks written notice posted on the College bulletin board located by the north entrance to Bechtel Hall.

RESIDENCE HALL CHARGES, ROOM ONLY

Fall 2008

Podiatry (August 18, 2008 – December 19, 2008, 4 months)

Single Occupancy \$3,144/semester

Double Occupancy \$2,096/semester

Graduate and 2+2 BSN (September 2, 2008 – December 18, 2008, 4 months)

Single Occupancy \$3,144/semester

Double Occupancy \$2,096/semester

Accelerated BSN -*Oakland Cohort* (September 23, 2008 – February 10, 2009, 4 months)

Single Occupancy \$3,144/semester

Double Occupancy \$2,096/semester

Accelerated BSN –*San Francisco (Cohort 1)*-August 18, 2008 – December 15, 2008, 4 months)

(*Cohort 2*-November 3, 2008 – March 22, 2009, 4 months)

Single Occupancy \$3,144/semester

Double Occupancy \$2,096/semester

Accelerated BSN -*Peninsula Cohort* (October 6, 2008 – February 16, 2009, 4 months)

Single Occupancy \$3,144/semester

Double Occupancy \$2,096/semester

Spring 2009

Podiatry (January 5, 2009 – May 21, 2009, 5 months)

Single Occupancy \$3,930/semester

Double Occupancy \$2,620/semester

Graduate and 2+2 BSN (January 5, 2009 - April 24, 2009, 4 months)

Single Occupancy \$3,144/semester

Double Occupancy \$2,096/semester

Accelerated BSN - *Oakland Cohort* (February 11, 2009 – May 26, 2009, 4 months)

Single Occupancy \$3,144/semester

Double Occupancy \$2,096/semester

Accelerated BSN - *San Francisco (Cohort 1)*-January 7, 2009 – April 22, 2009, 4 months)

(*Cohort 2*-March 23, 2009 – July 12, 2009, 4 months)

Single Occupancy	\$3,144/semester
Double Occupancy	\$2,096/semester
Accelerated BSN - <i>Peninsula Cohort</i> (February 17, 2009 – June 10, 2009, 4 months)	
Single Occupancy	\$3,144/semester
Double Occupancy	\$2,096/semester