



**ORIENTATION MANUAL
NURSING FACULTY**

Revised 1/23 JT

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WELCOME!

We are so glad that you have chosen to be a part of the nursing faculty at Lane Community College. This booklet has been prepared to introduce you to some of the policies and procedures in our program, as well as some tips for teaching clinical and theory courses. You will also receive a manual for the Health Professions, Health, and Physical Education Division which contains division and college specific information. **HPHPE Resource Page** - <https://sites.google.com/lanecc.edu/hphperesources/home>
You will find many resources to help you learn about our division here. There is a Faculty Tab & a Classified

Staff Tab.

An additional resource for college-wide information is the College Online Policy and Procedures (COPPS) found online at <https://www.lanecc.edu/copps>

ORGANIZATIONAL STRUCTURE OF HEALTH PROFESSIONS/HEALTH AND PHYSICAL EDUCATION DIVISION:

The Nursing Program resides in the Health Professions Division. The following are all the HPHPE programs within the division:

- Allied Health
- Dental Assisting
- Dental Hygiene
- EMT Advanced EMT Paramedic
- Fitness & Lifestyle Specialist
- Health Education, Health Promotion and Public Health
- Health Information Management
- Medical Assistant
- Nursing (RN, LPN, LPN to RN Bridge)
- Nutrition
- Physical Therapist Assistant
- Non-credit training in Nursing Assistant, Massage Therapy, Phlebotomy, Pharmacy Tech

ADMINISTRATIVE STAFF:

Dean of Health Professions: Cory Miner, Building 5, Room
Phone: 541-463-5618

Assoc. Dean/Nursing Program Director: Jennifer Tavernier, Building 30, Room 110
Phone: 541-463-5753

Administrative Support (Nursing Program): Tammy Burbee, Building 30, Room 105
Phone: 541-463-5730

Administrative Support (Administrative Coordinator):

Administrative Support (Payroll/IT): Cindy Dietz, Building 30, Room 107
Phone: 541-463-5664

Faculty Subs - Please find your own or contact your lead (as we do not have access/or use the "sub line" that Health & PE previously used) and email HPOfficeSupport@lanecc.edu with the info on who will be subbing for you.

Sick or Out of Office for Non Class times (i.e., Personal Days) - Email HPOfficeSupport@lanecc.edu
(Admin staff: please let Jen & Tammy know via email or text and add it to the HPAdmin Calendar)

Contracts (New or Renewing) - Email HPContracts@lanecc.edu

We must have clinical affiliation agreements for all student clinical experiences, including those that are just observational. We are in the process of hiring a replacement for Brett Moody and Cindy Dietz is covering contracts at this time. We have set up the new email address so it is better accessible by our admin team, faculty and sites when roles change.

HEALTH AND WELLNESS FOR STUDENTS AND FACULTY

Student Success

All faculty and staff serve as mentors to our students. Their success is the reason we are here. You may also think of our students as our customers. Their educational experience is of upmost important to us. Students will be offered a number of opportunities to provide feedback to faculty, staff, and the Director of Nursing. Student success and experience informs our continuous quality improvement program.

Student involvement in their educational environment contributes substantially to their success. We encourage student activities and collaboration. Students can choose to be involved in a couple of committees in the program:

Student Faculty Collaborative (SFC): The SFC serves as an ad hoc committee to our continuous quality improvement program. Students and faculty work together to find solutions to student concerns and work with the full faculty group on rapid cycle improvement.

Nursing Student Nurse Association

There are a number of other student groups across campus.

Nursing Student Resource Center: Building 4, room 251: this a room set up with a number of resources for our nursing students to get together to study, mentor and tutor, and work with nursing faculty.

Early recognition of student disengagement is critical to the success and retention of our students.

Please be on the lookout for signs of disengagement in students:

- § Poor or decreasing attendance
- § Less interactive or withdrawn
- § Falling behind or not performing well on classwork, in lab, or in clinical

Early Outreach System. As faculty, we can refer students through our Early Outreach System, to a central system for assistance with a variety of academic, mental health, or financial concerns, to name a few. You can submit a referral online through the LCC Website:

<https://www.lanecc.edu/get-support/academic-support/early-outreach-and-referral-program>

Mental Health

Our Student Health and Wellness Clinic (Building 18, room 101) has increased staffing for mental health. The mental health clinic is inside Health and Wellness. In addition to counseling, they offer several services:

- § refuge and recovery room
- § live Zoom support groups
- § chair massages
- § light boxes
- § yoga classes
- § trauma support group
- § crisis assistance

Faculty and staff can refer students in crisis by calling x8888

For students and faculty, the mental health clinic can be reached via phone 541-463-5920 or by email MHWC@Lanecc.edu

Another important number to have: National Suicide Prevention Lifeline 800-273-8255 (veterans press 1).

COUNSELING & ACADEMIC ADVISING STAFF:

Academic advising is available in Building 1. We have two advisors on this team that are very experienced in working with nursing student – Allene Gibson and Kelly Ochoa. Students can contact the advisors via email at hpadvicing@lanecc.edu. Tell them to put ‘nursing’ in the subject line to help expedite routing it to the correct advisors.

Counselors are available to our students; Jessica Alvarado is very experienced in dealing with our nursing students as she was also our advisor for many years – plus she is a nurse as well! She is in Building 1/103C and her number is 541-463-5802.

PRECEPTOR/MENTOR:

You will be assigned a preceptor to orient you to the nursing program. Although your preceptor is your ‘go-to’ person, the entire faculty and staff work together as a team and everyone is here to help you answer questions.

**Lane Community College Nursing Department
Civility Statement**

The resolution from the Tri-Council of Nursing (2017) calls on “all nurses to recognize nursing civility and take steps to systematically eliminate all acts of incivility in their professional practice, workplace environments, and in our communities”. Nursing civility is imperative: “...to establish healthy work environments that embrace and value cultural diversity, inclusivity, and equality. The Tri-Council recognizes that instilling an ethic of civility from the very beginning of a nurse’s education and throughout the profession will begin to eliminate the dangers that inevitably arise when it is lacking.”

The American Nurses Association (n.d.) recognizes incivility, bullying, and violence as serious issues in nursing. Incivility is defined as “one or more rude, discourteous, or disrespectful actions that may or may not have a negative intent behind them”. Bullying is defined as “repeated, unwanted, harmful actions intended to humiliate, offend, and cause distress in the recipient.”

The Nursing Department at Lane Community College embraces the idea that all members of our community, which includes faculty, staff, students, our clinical partners, and the patients we care for, have a right to expect that the program climate is safe, mutually supportive, academically encouraging, and empathetic towards of all its members. Faculty, staff, and students take collective responsibility to oppose behaviors and attitudes that violate these expectations. We are grateful for opportunities to learn and work with people of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of all gender identities, sexual orientations, and ages, status as a veteran, or any other federal, state or protected class. To maintain a safe climate, students, faculty and staff agree to abide by the following statements:

- 1) Reject anti-Blackness rhetoric and actions, and all forms of discrimination and racism in our society, including structural and institutional racism against all people of color.
- 2) Value and respect each member of the community.
- 3) Create an environment that supports positive interactions between members of the community.
- 4) Demonstrate professional and collegial behavior at all times.
- 5) Accept responsibility for one’s own actions and be accountable to the community.
- 6) Communicate clearly, both verbally and in writing, with community members by actively listening to others; being open to hearing the viewpoint of others; understanding that tone of voice matters as well as non-verbal forms of communication; and refraining from demeaning, disrespectful, insulting, dismissive or humiliating language or actions.
- 7) Understanding that conflict, though inevitable, is resolved by developing a trusting relationship that is fostered by mutual understanding among community members.
- 8) As a member of the community, be available to support and mentor others with kindness and commit to interpersonal growth that fosters an appreciation for our diversity.
- 9) Commit to confronting acts of incivility and discrimination when they are observed in a positive, constructive manner.
- 10) Rely on facts, not assumptions, by avoiding gossip and spreading of untruths that can undermine the credibility of community members. This includes acts of incivility perpetrated through social media.
- 11) Avoid triangulation; rather, bring grievances or concerns directly to the parties who can resolve them.
- 12) Provide praise and share constructive feedback in appropriate settings.
- 13) Treat community members equitably and with respect regardless of their title, and place the same expectations for civility on all community members, regardless of rank, position or authority.
- 14) Celebrate our differences and promote equity and inclusivity.
- 15) Address violation of civility or acts of incivility using the Civility Statement.

Philosophy and Mission

Program Philosophy Registered Nurse:

All human beings are individuals with intrinsic value and worth. All individuals share common physiological, psychosocial, and spiritual needs. Everyone is unique and accurately discernable only when all aspects are considered as a unified whole. All humans continuously interact with their environments to maintain their physiological, psychosocial, and spiritual integrity. The choices made by individuals dynamically affect their health patterns throughout the various developmental stages of life. Individuals have the right and responsibility to make health-related decisions and to participate in the achievement, maintenance, and restoration of their own health.

Health is recognized to be a state of optimum functioning which includes physical, psychological, social, and spiritual well-being and not just the absence of disease. At any given time, an individual's state of health varies along a continuum that ranges from extremely poor health to high-level wellness.

Nursing is a humanitarian profession involving significant interpersonal processes and is an organized and rational activity based on scientific principles. The aim of nursing is to promote the individual's goals related to health, quality of life, and dying with dignity. Nursing practice is focused on the individual but is provided within the context of the family and the community. Nursing practice influences and is influenced by evolving systems within society such as changing patterns of health care delivery. As a profession, nursing has its own evolving body of knowledge based on nursing research and the biological and behavioral sciences.

The role of the nurse is to practice relationship-centered care and promote health using a problem-solving methodology. The nurse first notices and interprets behaviors and factors that influence health. Based on this assessment, the nurse then responds by assisting the patient to recognize and change factors contributing to ineffective behavior. It should be recognized that there are different skills and responsibilities that can be expected of nurses at various levels, and that educational preparation determines the scope of practice for each level.

The associate degree nurse is a skilled practitioner who functions as a member of the nursing team using nurses with advanced education or a higher degree as resources in providing optimal patient care.. A rapidly changing society and the ever-increasing volume of cognitive knowledge, psychomotor skills and effective communication related to nursing practice necessitate instructional emphasis on lifelong learning.

Our nursing educational program consists of a systematic arrangement of educational

experiences which facilitates the development of the skills, knowledge, and attitudes necessary to deal effectively with people experiencing contemporary health problems. The knowledge, skills, and attitudes comprise our program competencies and are designed to support the development of the student throughout the program. We provide opportunities that allow for the transfer of knowledge from the classroom and laboratory setting to real life client care. Our program prepares the graduate to participate as a member and leader of the healthcare team within the broader healthcare system

The curriculum consists of nursing courses supported by biological and behavioral sciences and general education. The student is provided a program of learning that follows an orderly sequence from simple to complex, known to unknown. Teaching strategies promote inclusion, personal growth and understanding of the human experience through the exchange of perspectives and differences, critical thinking, creativity, and the use of best available evidence in nursing practice. Sub-concepts that serve as unifying elements in the curriculum are developmental stages, cultural influences, interpersonal communication, health teaching, pharmacology, pathophysiology, and ethical/legal considerations of the nursing profession.

Students in this program are recognized as mature and self-directed learners who are capable of reflection, self-analysis, and self-care. It is recognized that they have varying individual needs, cultural backgrounds, and past experiences.

The faculty believe that learning can be measured in a variety of ways and is demonstrated by consistent, measurable changes in behavior. The process of teaching-learning is considered to involve a reciprocal relationship with the students having the right and responsibility to actively participate in the learning process. The faculty implement a scheduled, systematic evaluation of the curriculum and the program to assure the relevance, effectiveness, and efficiency of every course.

The associate degree nurse is a skilled practitioner who functions as a member of the nursing team using nurses with advanced education or a higher degree as resources in providing optimal patient care. A rapidly changing society and the ever-increasing volume of cognitive knowledge, psychomotor skills and effective communication related to nursing practice necessitate instructional emphasis on lifelong learning. Our program prepares students to sit for NCLEX RN while also offering a smooth transition to any of several RN to BSN program.

Philosophy Practical Nurse Program:

The purpose of the Lane Practical Nursing Program is to prepare graduates who are eligible to write the National Council Licensure Examination—PN (NCLEX-PN), and thereby be qualified to practice as a Licensed Practical Nurse.

The Practical Nursing faculty recognizes and supports the [Vision and Core Values](#) of Lane Community College. In addition, the faculty adheres to the following philosophical premises regarding humanity, health, nursing, and nursing education.

All human beings are individuals with intrinsic value and worth

- All individuals share common physiological, psychosocial and spiritual needs. Each individual is unique and accurately discernable only when all these aspects are considered as a unified whole.
- All Humans continuously interact with their environments in an attempt to maintain their physiological, psychological spiritual integrity. The choices made by individuals dynamically affect their health patterns throughout the various developmental stages of life. Individuals have the right and responsibility to make health related decisions and to participate in the achievement, maintenance and restoration of their own health.

Health is recognized to be a state of optimum functioning which includes physical, psychological, social and spiritual well-being and not just the absence of disease.

- At any given time, an individual's state of health varies along a continuum that ranges from extreme poor health to high-level wellness.

Nursing is a humanitarian profession involving significant interpersonal processes, and is an organized and rational activity based on scientific principles.

- The aim of nursing is to promote the individual's goals related to health, quality of life, and dying with dignity.
- Nursing practice is focused on the individual, but is provided within the context of the family and the community. Nursing practice influences and is influenced by evolving systems within society such as changing patterns of health care delivery. As a profession, nursing has its own evolving body of knowledge based on nursing research and the biological and behavioral sciences.
- The role of the nurse is to practice relationship-centered care and promote health using a problem-solving methodology. The nurse first notices and interprets behaviors and factors that influence health. Based on this assessment, the nurse then responds by assisting the patient to recognize and change factors contributing to ineffective behavior. It should be recognized that there are different skills and responsibilities that can be expected of nurses at various levels, and that educational preparation determines the scope of practice for each level.

Nursing education should contain a systematic arrangement of education experiences which facilitates the development of the skills, knowledge and attitudes necessary to deal effectively with people experiencing contemporary health problems.

- Nursing education should take place within institutions of higher learning, available to all qualified students regardless of race, age, sex or religious preference.
- The curriculum should consist of nursing courses supported by biological and behavioral sciences and general education. The student should be provided a program of learning that follows an orderly sequence from simple to complex, known to unknown.
- Teaching strategies should promote critical thinking, creativity and the use of best available evidence in nursing practice. Nursing education should prepare a graduate to participate as a member and leader of the healthcare team within the broader healthcare system.
- Sub-concepts that serve as unifying elements in the curriculum are developmental stages, cultural influences, interpersonal communication, health teaching, pharmacology, pathophysiology, and ethical/legal considerations of the nursing profession.
- Students in this program are recognized as mature and self-directed learners who are capable of reflection, self-analysis and self-care. It is recognized that they have varying individual needs, cultural backgrounds and past experiences. The student should also be provided the opportunity to transfer concepts from theory to clinical application.
- The faculty believes that learning can be measured in a variety of ways and is demonstrated by consistent, measurable changes in behavior. The process of teaching-learning is considered to involve a reciprocal relationship with the students having the right and responsibility to actively participate in the learning process.
- The faculty believes that a scheduled, systematic evaluation of the curriculum should be utilized to assure the relevance, effectiveness and efficiency of every course.

The Licensed Practical Nurse is a skilled practitioner who functions as a member of the nursing team. The program emphasizes development of clinical judgment, technical skills and basic interpersonal skills. A rapidly changing society and the ever-increasing volume of cognitive knowledge, psychomotor skills and effective communication related to nursing practice necessitate instructional emphasis on lifelong learning.

Mission of the Nursing Programs:

The Nursing Programs at Lane Community College are our community's programs that prepare students for a **successful** career in nursing. We provide evidence-based, patient-centered education that prepares our students for licensure at the RN and LPN levels. We support **equitable**, safe, **student-centered** education which promotes a lifetime of intentional learning.

NURSING FACULTY Workload/FTE

All faculty should be familiar with their contract and the workload rules set forth within the contract.

1.0FTE (40hr/wk) faculty's responsibilities include 2-clinical days per week, classroom lectures, and attendance at meetings which are usually on Mondays, as assigned.

.841 FTE (33.65hr/wk) faculty's responsibilities are 2-clinical days per week, and attendance at meetings which are usually on Mondays, as assigned.

All faculty are responsible for student evaluation, providing feedback and grading. Per the LCC policy, all faculty are required to maintain office hours. Noninstructional time is provided for completion of grading and evaluation work. It is an expectation that your students will receive weekly feedback regarding their clinical performance through the evaluation tool on Moodle.

All faculty are required to attend mandatory meetings including full faculty on the first Monday of the month from 1:00 to 3:00 p.m., as well as an assigned committee. You will be assigned to a committee. Nursing committees include: Curriculum Committee, Admission and Retention, Policy and Procedure, and Lab committee.

For clinical experiences, faculty are divided among first year, second year, and PN. We are generally assigned to a group of roughly 10 new students each term. Each group of 10 students is divided into "Blue" and "Gold" groups, which rotate through the clinical area every other week. During a non clinical week, students will be in the lab with lab faculty. Per our program policy, we are responsible for no more than 5 students at a time in the clinical area. Exceptions are the PN program (1:8) and other special arrangements, such as clinical make up days, where at the discretion of faculty, a 6th student may be permitted. Per the OSBN rules, one faculty member absolutely may not be responsible for more than 8 students at a time in the clinical area. Also, per the OSBN, one nurse cannot be responsible for more than one student at a time. RN students must be supervised by RNs. PN students may be supervised by LPNs or RNs.

WORK SCHEDULE:

You will be assigned to a clinical group and your clinical days will be dependent on student and team needs and may be one long day with short day for post conference or 2 shorter days. Most hospital clinicals start at 0700. Community based clinicals may have varying start times. Plan on being at the clinical site 30 minutes before students to check in with staff regarding appropriate patients for the students. Following clinicals, check in with the nursing staff to make sure everything has been completed that was assigned to the students. If you have assigned office hours after clinical, inform students they need to let you know that they are wanting to meet with you. A typical work week may look like this:

Monday: On campus for office hours and meetings.

Tuesday/Wednesday or Thursday/Friday (or one long day): Onsite with students directing the clinical activities. Meeting with students as requested if you have office hours after clinical days.

1.0 faculty (40 hours) You will have two days per week to focus on student evaluations, office hours, reviewing prep packets, planning, prepping for lectures, etc. (Monday – meetings, 2 days of clinicals, 2 days of prep/office hours)

.841 faculty (32 hours) You will have one day per week to focus on student evaluations, office hours, reviewing prep packets, planning, etc, two days a week in clinicals and ‘meeting Monday’.

PT faculty (substitute faculty): You do not have minimum work requirements and will be assigned voluntarily on a per diem basis. You may cover faculty in clinical or lab, and on occasion, may cover in classroom.

IN-SERVICES:

Contracted faculty receive pay for five in-service days (outside the normal teaching year) in each contract year. Most of these days are scheduled during the week just prior to the beginning of fall term classes. The normal 30 hours on campus/clinical site per week requirement for full-time faculty applies during in-service week, and attendance at certain all-campus and divisional meetings and activities is required. A schedule is published and distributed prior to the beginning of in-service week.

ILLNESS AND OTHER UNPLANNED ABSENCES:

Please phone the Associate Dean (cell: 541-521-9688) as soon as possible to consult as to whether a class will be cancelled, or a replacement found. Also, you need to phone the main HP office to report your absence 541-463- 5617. Staff will put a note on your office door to alert students.

HOLIDAYS:

The following holidays are recognized by the college: Yom Kippur, Veterans’ Day, Thanksgiving Day and the following Friday; Martin Luther King Day; Presidents’ Day; Memorial Day.

For support staff and faculty working non-traditional schedules, New Year’s Day, Juneteenth, Independence Day, Labor Day, Christmas Eve, Christmas Day, and the day following Christmas shall be paid holidays if the person is scheduled to work the last day preceding and the first day following the holiday excluding weekends.

FACULTY OFFICES:

Offices are assigned by division administration. Most faculty share an office. Provided for you are: desk, chair, bookshelf, a computer, access to a group printer, a phone, and the textbooks for the term. Office supplies are available in the workrooms.

Keys will be issued to you by security to your office and the classrooms. Your ID badge will open the outside door to the building. Faculty must sign for their keys and return them to security (Bldg 7 - Campus Services) when the key is no longer needed or upon termination of employment. Master Keys that will open all faculty offices and most classrooms are found in Room 30/117 Mailroom on the skeleton key fob.

PHONES/VOICEMAIL:

An instruction sheet on setting up your voicemail will be provided. Once the system is set up, you may check your voice mail while using your office phone by dialing 3535, entering your password, and pressing 1. From any other phone, you may access your voicemail by dialing (541) 463-3535, entering your office phone #, your password, and pressing 1-1.

BUSINESS CARDS & PERSONALIZED MEMO PADS:

If you want business cards or personalized memo pads, obtain the printing request from the administrative assistant. Please print clearly, spell your name exactly as you want it to appear, be certain your academic credentials (if you want them on your cards) are accurately printed and in the order you prefer. It takes about a week to get the cards. You'll want the cards if you attend OCNE meetings and for other times you represent LCC and the nursing program.

HEALTH AND WELLNESS BUILDING:

- Mailboxes for all nursing department faculty are in the MAILROOM in 30/117. This room is key coded for security so do not give the code to students. Each staff member is expected to check it each day he or she is on campus for messages, hand-outs, campus communications, and other correspondence. The current code for the secured rooms is 56789. If it has to be changed, Tammy will send out an announcement to all faculty.
- Outgoing mail has a marked basket in 30/133 and 30/235 and is picked up between 10:30-11:30.
 - o Mail sent in LCC business does not require a stamp. Simply write your name in the return address area and HP and then add the number **137** – our division mail code
- A Fax machine is located in 30/133 copy room the FAX number is (541) 463 - 4151. College employees may use the fax machine for personal use when faxing locally.
- Office supplies in cupboard in both copy rooms 30/133 and 30/235
- Staff and faculty lounge is in 30/131 and has a refrigerator and microwave.
- PHOTOCOPY MACHINE: Photocopy machines are located in both copy rooms in building 30 rooms 133 and 235. Photocopying is done via by swiping your name badge. The division is charged for the use of the machine by the Printing/Graphics Division at a cost of 10 cents

per copy. Although the photocopy machine is available, you are expected to use the Printing and Graphics pickup system for most class materials, because it means a substantial cost savings to the division.

- Office computers are wired to a central laser printer that sits in each copy room depending on what floor your office is on. There is also a color printer available in each copy room. It should be available on each office computer. Faculty should be able to go into File, select Print, and change from the default printer to the color printer.

PARKING:

Parking surrounds the campus, but not enough. There are limited Health Occupation spaces in front of the Health Professions building. Mondays are particularly challenging. If you arrive early and can find a convenient parking space that does not need a parking pass, please use that and save the reserved spots! You will receive a parking pass and it must be displayed in your window or you will be ticketed.

COMPUTERS:

A desktop computer will be provided for you.

- **USING THE “P” DRIVE:** All course work and documents relating to the nursing program are stored on the P:Drive. You can access the P:Drive from home using: <https://filr.lanecc.edu> One tip to make life easier – email any document you think you may need to access remotely to yourself!
- The P drive is on the LCC intranet and is regularly backed up making it a relatively safe place to keep documents you may need to use or reference in the future.
- To access – click My Computer. Look for P.
- This is our depository of all instructional files. There you will find faculty meeting minutes, course folders containing syllabi, presentations, etc. for individual courses in the curriculum, faculty policies and procedures, etc. (This is the place to start if you’re teaching in a course that was previously taught and you’d like to see what the persons in previous years have done with the content.) You will be posting materials you prepare to the appropriate folders on this site.
- There is another drive you will find that has your name on it, it is the W drive – it can be used for your personal files. This is a site to which (on the faculty) only you have access. This is a place that is, as previously mentioned, backed up regularly, and you may want to keep personal copies of many faculty and curriculum materials here.
- **COMPUTER SUPPORT FOR STAFF:** Cindy Dietz is the technology support person for the division. Ext: 5664 She provides and maintains computers/software. Additionally, you can email the Academic Technology Center for help at ATC@lanecc.edu or call them at 463-3377. They also offer a live chat support.

EMAIL:

- o The college uses Gmail for our email server. You will be assigned a lanecc.edu email. Please note that the student email is slightly different – it is my.lanecc.edu.

IT TRAINING

- **Faculty Technology Orientation online resources**
<https://inside.lanecc.edu/atc/staff-technology-orientation>
- Help Desk number: 4444
Each faculty member needs to be competent at checking email(both from office computers on campus and from home). You are eligible for a [free download copy of Office](#) with your .edu email. Faculty not familiar with Microsoft Office, especially Word, Excel, and PowerPoint may want to sign up for an introductory course. These are offered through Continuing Ed. Alternatively, there are many good tutorials on YouTube such as <https://www.youtube.com/watch?v=rwbho0CgEAE>

WIRELESS NETWORK – There are two wifi access points, LCC Guest and LCC WIFI You will want to log on to the LCC WIFI network with your mobile devices – it is a much faster network! You will log in using your L number and MyLane password.

- a. the bottom
- b. Now you see the second week of the payperiod. Repeat entry for sick or leave time. -
- c. Click NEXT – a summary of the hours absent appears.
- d. IF you had a substitute called in for any of your sick time please click the COMMENT button and type in the sub name and date used.
- e. IF correct, click Submit for Approval. You're done.

THE LEGAL STUFF:

CONFIDENTIALITY OF STUDENT INFORMATION: In accordance with federal law known as FERPA, instructors may not give out information pertaining to a student's location, schedule, grades, credits earned, or social security number. Most information contained on the teachers' lists may not be released to anyone other than the student involved, unless that student has given written permission to do so. The HPHPE orientation document goes into further details on this subject.

CONFIDENTIALITY OF STAFF INFORMATION - Phone lists are to be kept private. Staff/faculty information is not to be disclosed without permission.

COPYRIGHT LAWS: Printed material may be legally copied under the "fair use" guidelines. In general, teachers may make single copies of materials to be used in teaching or research.

Multiple copies of material to be handed out to students can be made, provided the material is short, for one-time spontaneous use, and for only one course. You cannot legally copy commercial computer software. However, you are encouraged to make one archive copy in accordance with the manufacturer's instructions. The use of illegal software copies is prohibited. Share-ware or public domain software can be copied.

SHREDDING FOR CONFIDENTIAL DOCUMENTS: Any document having personal information about students on it should be shredded. Additionally, any document having test questions or similar content on them should be shredded. There are marked containers in both copy rooms in building 30. The staff in the HP office monitor the box where documents to be shredded are placed until the box is full and the "official" shredders come to pick it up and take it to a central site for shredding. If you have large volumes of items to be shredded (70 copies each of 10 exams for instance), the people from the central shredding office will send someone specifically to pick up those items.

Resources

Sample Clinical Routine

****All students must demonstrate competency with skills in the lab setting prior to performing them on patients. Some skills always require faculty supervision in the clinical area including; IV medications, CL care and medication delivery until the 6th term of the program.**

Each clinical team establishes weekly clinical objectives each term for all students in the program. Assignments should be based on the weekly objectives.

ALL STUDENTS MUST BE IN UNIFORM AND ON THE FLOOR/READY FOR REPORT BY 0700

Hours:

Thursday 0700-1200 on the unit: I will assign you a Primary Care Nurse (PCN), you will then choose 1 patient to provide care on. The care you provide will be based on the skills you have learned in the program thus far. Communicate with PCN what you can and cannot do for the patient.

Friday 0700-1200 on the unit: Same as Thursday. You will be assigned the same patient (if they are still in the hospital). Once you have received report on your patient, then you may get started. If your patient has discharged, select a new patient.

Day Shift Clinical:

- | | |
|-----------|--|
| 0700-0730 | Complete walking rounds with your PCN. Take report on ALL of your PCN's patients and record data on the worksheet (this is not your clinical packet) of your choice. You may ask your PCN to print an extra copy of their sheet. |
| At 0730 | After you have received report, select one patient to provide care for with your PCN. Communicate with instructor which pt you've selected. This should be a patient with no more than 5-8 PO/SQ medications and one that you can assess and work with for the two days. Explain to PCN what you will be doing for assigned patient and your plan of care. Make sure the PCN knows which medications you will and will not be giving (no IV meds yet!). Meet with Cert Nursing Aid to inform them you will be taking vital signs for the patient you have selected. |
| 0730-0800 | Introduce yourself to your pt and make sure they are comfortable having a student. Read through patient's H&P, labs/imaging and review recent progress notes in EHR. Read off- going nurse assessment, therapy notes etc. Obtain VS (if not already done by CNA), including pain assessment. Day 2 you will want to look at any new orders that were written after your last shift, including new med orders, labs/imaging and any progress notes from the last 24hrs. |
| 0800-0900 | Prep all PO/SQ/Patches/Ointment meds that will be given during your shift (07-12) and any PRN's that were given in the last 24 hours. Text your instructor when your med sheet is complete, and your meds are ready to be given. Have the PCN pull your pt's meds from the pyxis. Complete physical assessment and document in EPIC while waiting for instructor. Communicate findings with PCN. |
| 0900-1030 | Pass meds with instructor (may pass meds on your own only after instructor approval). Med pass can start as early as 0800 and no later than 0930. Complete and chart physical assessment after med pass, if not already done. Physical |

- assessment, pain assessment, VS, Braden Scale and Falls Risk assessment should all be documented on your patient by **1030**. Let your instructor know asap when you're done charting, so it can be reviewed for accuracy.
- 1030-1200 Finish collecting data on your clinical packet. Shadow RN/Assist with ADL's on your patient. Give yourself a 15-minute break. Prepare to give 1100 or 1200 meds, if ordered on your patient (with instructor).
- 1200 Meet in neuro report room (it's important to be organized and keep track of the time so you're not late). We will have a few minutes to grab some lunch and eat during post-conference.
- 1320 Post-Conference ends and you're excused for the day. If you need to gather more data on your patient, students are allowed to go to the library after post-conference.

Additional Comments:

- You can help with your PCN's team by answering call lights while working within the nursing student scope of practice, as long as you have given yourself the time you need to complete the required tasks on your selected patient before the end of your shift. Time management is an important skill to develop.
- Review the SE and H/I parameters on your med sheet to see what you need to assess or look up **prior** to administering medications.
- Always build in a 15-minute break during your shift. This is a good habit to get into.
- You must complete an assessment and chart on your patient every clinical shift. Even if your PCN has already completed an assessment, you are still required to complete all the required assessments and associated documentation for your own learning purposes.
- Please ask questions...but your instructor will have expected you to have researched the answer on your own, prior to asking the instructor. Nurses need to know their resources in order to provide the best care to their patients.

Teaching Theory

1. Our program curriculum and End of Program Student Learning Outcomes (EPSLOs) approved by the OSBN and there are rules we must follow. It is advised that you review the Division 21 and Division 45 rules. Changes to the curriculum must be approved by the OSBN in accordance with the standards set forth in the Division 21 rules. This includes the modality in which content is delivered.
2. Faculty have the freedom to teach their courses in the manner in which they see fit for mastery of the content/concepts. We do have some standards that we have adopted in our program, including a standardized format for unit layout, Moodle organization, and dates/times that content must be posted for students.
3. Course Learning Outcomes (CLOs) for both the RN and PN programs have been established by the faculty team. Any changes to them must be suggested to the team and viewed from a program approach as changes may impact the EPSLOs.
4. Find any suggestions from lecturers who taught that course previously. Often these notes are in red in the unit or teaching materials from the year before. You can also ask the previous instructor or review the wrap-up notes from the end of the term that year. Previous instructors may have notes on file you can borrow.
5. Prepare the unit. Review and edit the unit from the year before. You must follow the standardized unit format.
 - Update the unit number and dates.
 - Make sure the textbooks listed are the current edition students are using.
 - Check the listed page numbers to make sure they are accurate.
 - If webpages are listed as resources, make sure they are still active.
 - You can alter the unit content as long as you follow two rules:
 - We have to cover the essential content that OCNE stipulates. You can find this essential content in the P drive → Course Descriptions → All-In-One Document for each course.
 - We can only write test questions on subjects listed in the unit.

You cannot remove required content from a unit. You can add new material, but it is important to avoid “curriculum creep” and also not to overwhelm the students. Make sure any added material is not covered in another first year or second year class.

6. Read what the students are expected to read.
7. Classes should have interactive-case studies, activities etc. This is preferable to pure lecture. Groups, collaborative work is encouraged in our program.

8. Some faculty use PowerPoint presentations. Avoid the deadly mistake of creating multiple slides crowded with words. You do not need to reteach everything the student just read in the text. Try to review the complex topics or work with student on applying the content/concepts to patient scenarios. Case studies work well for this.
9. Videos are a good option to show during the lecture. They are often imbedded in a powerpoint or document.
10. In the Moodle page, place the following:
 - The unit (This should be up by the start of the term)
 - The student handout (This should be up by the day before class)
 - The student handout in PDF (for Mac users)
 - The Powerpoint (I choose to keep this hidden until after class is over. It avoids the problem of students who never take their nose off a powerpoint during class.)
 - Sometimes additional resources like articles or websites are placed on the unit.
 - Announcements can be placed in the Moodle block as Labels, but often are sent to students under the Latest News feature.
11. The best preparation for class is to be familiar enough with the content to discuss the content ad lib with students when they ask questions. Probably the hardest learning curve for a new lecturer is to converse about the content without reciting from a paper or Powerpoint verbatim. Instructors should discuss the content, not deliver prepared lines like an actor in a play.
12. Make sure the class content is does not exceed the time allotted for class. (I actually used to practice my classes during my first year by lecturing to my dogs. If you do practice to determine timing, remember to add some time for student questions).
13. You are not required to cover everything in class that is in the unit.
14. Classes should have interactive-case studies, activities etc. This is preferable to pure lecture. But the instructor should lead the activity so that required content is covered.
15. If a student asks a question you do not know the answer to, admit that right away. Students will respect a teacher who says “I don’t know the answer to that. Let’s see if we can figure that out.” They will always catch an instructor who pretends to know the answer when they don’t.
16. Students tend to respect stories about your actual nursing experience.

17. Write the required test questions or use questions from previous tests. Ask yourself “If a student listened to my lecture and read the readings, could they reasonably answer this question?” Content for questions has to come from the unit, unless the syllabus has a line like “Any material covered in the unit or discussed in class can be tested”. Don’t be afraid to write new questions. The old ones are not as sacred as you think.
18. Add any suggestions for the next year in red letters on a copy of the unit and your handouts, and save these to the P drive.

HOW TO WRITE A TEST QUESTION

1. Familiarize yourself with the readings
2. Only test from the objectives in the unit.
3. Ask yourself **“IF SOMEONE LOOKED AT THIS UNIT, READ THE ASSIGNED MATERIAL, AND WENT TO MY CLASS, IS IT REASONABLE TO ASSUME THEY COULD ANSWER CORRECTLY?”**
4. Question and answers should be readable and reasonably short.
5. This is an ADN nursing program, not a PhD program in advanced biochemistry or medicine.
6. Correct grammar, spelling, punctuation.
7. Don't use names
8. Don't ask negative questions e.g. EXCEPT, NOT, etc
9. Don't use humor
10. Don't provide teaching
11. Don't provide cues from one question to another
12. Don't do multiple-multiples
13. Don't use “all of the above” or “none of the above”
14. Don't use “always” or “never”.
15. RIGHT: “The nurse cares for a patient”..... WRONG: “You are the nurse” or “Your patient”
16. Instead of saying **not or except**, phrase questions like the following:
 1. Which action should the nurse avoid?
 2. Which of the following is the wrong action by the nurse?
 3. Which statement by the patient indicates the need for further teaching?
 4. The nurse would be concerned about which of the following MD orders?
 5. Which of the following is incorrect?
 6. Which of the following actions constitutes negligence on the part of the nurse?
 7. Which action might lead to a medical complication?
 8. Which action indicates that the CNA needs more education on patient care?

Question Naming Protocol

Term, Year, Course, Subject, Question Title

Example: S20, Pharm 2, Immune: Acyclovir therapeutic use and administration

Question Rationale Information

Bloom's Taxonomy

Unit Content description

Correct answer with textbook page number/slide number

Example:

Bloom's: Knowledge

Unit Content: Therapeutic use and preparation of antivirals for herpes infection: **prototype - Acyclovir [Zovirax]**

Correct Answer: Acyclovir [Zovirax] is supplied as a 5% cream for topical therapy of recurrent herpes labialis (cold sores) in patients at least 12 years old. Application is done 5 times a day for 4 days. Patients should use a finger cot or rubber glove to avoid viral transfer to other parts of the body or to other people. Lehne, p. 1114

Test Question Spiraling

Health Promotion

A patient is at risk for Type 2 Diabetes. Which of the following would be the most appropriate teaching by the nurse?

- a. Join a smoking cessation program.
- b. Limit sodium intake.
- c. Join a weight loss program.
- d. Schedule an eye exam every five years.

Pharm 1

For which patient would the nurse question an order for Glipizide (Glucotrol)?

- a. An 82-year-old man with heart failure.
- b. A 26-year-old woman who is pregnant.
- c. A 32-year-old woman with asthma.
- d. A 67-year-old man with chronic alcoholism.

Chronic 1

The patient with diabetes has a CBG of 230 at 0730. Which nursing action is appropriate?

- a. Keep patient NPO until the CBG < 175.
- b. Check for signs of diabetic ketoacidosis, then call physician STAT.
- c. Hold the 0800 Lantus since it is not working, but give the 0800 Humalog sliding scale.
- d. Give both the 0800 Lantus and 0800 sliding scale Humalog.

Patho 1

Which of the following would cause the blood glucose to increase?

- a. The pancreas secretes more glucagon.
- b. The liver goes into failure.
- c. The duodenum secretes more incretins.
- d. The adrenal medulla secretes less catecholamine.

Acute 1

A patient admitted for cardiac issues has in the hospital has NPH insulin and Regular sliding scale insulin ordered every morning. She is now NPO since midnight for a surgical procedure scheduled for 1030. At 0730 her CBG is 322. What is the appropriate nursing intervention?

- a. Give the NPH, hold the regular sliding scale.
- b. Give the regular sliding scale, hold the NPH.
- c. Do not give either NPH or regular sliding scale.
- d. Give both the NPH and regular sliding scale.

Patho 2

Diabetes is likely to cause which of the following renal complications?

- a. Glomerulonephritis.
- b. Nephrotic syndrome.
- c. Renal lithiasis.
- d. Post-renal kidney injury.

Pharm 2

A patient with diabetes has four new medications prescribed. The next day his blood glucose increases sharply. Which of the four medications is most likely the cause?

- a. Levothyroxine (Synthroid).
- b. Potassium (K Dur).
- c. Dexamethasone (Dexasone).
- d. Haloperidol (Haldol).

Chronic 2

The following four patients with diabetes are to be discharged from the hospital. Which patient's safety is the most immediate concern to the discharging nurse?

- a. A noncompliant 16-year-old boy recovering from DKA who is homeless.
- b. An 84-year-old man with diabetic retinopathy who navigates stairs in the home.
- c. A sexually active 20-year-old with brittle Type 1 DM who does not use birth control.
- d. A 45-year old woman with advanced neuropathy who walks around barefoot.

Acute 2

It is 0730. For which patient in the diabetic unit will the nurse intervene first?

- a. A 67-year-old woman admitted for gall bladder surgery whose 0730 CBG is 43.
- b. A 23-year-old woman who is four months pregnant, has a 0730 CBG of 324, and refuses insulin.
- c. A 56-year-old man with a diabetic foot ulcer who notices that the drainage from the ulcer is green and purulent.
- d. A 71-year-old man with advanced renal nephropathy who is threatening to leave AMA.

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SMART CLASSROOM BASICS

Michael Levick

Basic Kinds of Smart Classrooms Extron Systems

-  General
-  Computer/Laptop
-  DVD/VCR
-  Elmo
-  Troubleshooting
-  Shutdown

Remote Control Systems

-  General
-  Computer
-  DVD/VCR
-  Elmo

Basic Kinds of Smart Classrooms



Remote Controls



Public Speaking



Extron Control Panel



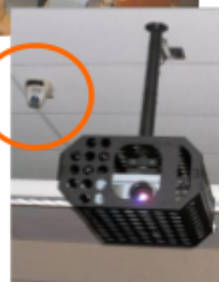
Hitachi S

Remote Control Systems

- ④ No equipment on instructor podium
- ④ AV equipment is in a locker in the corner
- ④ Various remotes used to operate included AV equipment
- ④ Various combinations of components, depending on department requirements and system age

Public Speaking Systems

- ④ All equipment in instructor podium
- ④ Remote controls used to operate included AV equipment
- ④ Includes ceiling mounted video camera for recording speaker
- ④ Includes:
 - ⑨ Projector & Screen
 - ⑨ Camera



- ⑨ Windows & Mac PCs
- ⑨ VCR-DVD Combo
- ⑨ Elmo Document Camera
- ⑨ Audio system

Extron Systems

„ All equipment in instructor podium „ Extron panel replaces all remote controls „ Includes:

- ⑨ Projector & Screen
- ⑨ Windows PC
- ⑨ VCR-DVD Combo
- ⑨ Elmo Document Camera
- ⑨ Laptop connections
- ⑨ Audio system

Starboard Systems

- ④ Same as Extron, but with Hitachi Starboard
- ④ Starboard is a combination monitor and digital whiteboard
- ④ Monitor / Starboard
 - ⑨ Using monitor alone, system operates exactly like Extron system
 - ⑨ Special training required to use Starboard systems. For training, please contact Michael
Levick at levickm@lanecc.edu



Smart Classroom Computer Tips

- ④ **Elmo must be on** to project computer in Remote Control Systems and on AV Carts, not in Extron or Extron-Starboard systems.
- ④ **Login:**
 - ④ AVUSER [Enter]
 - ④ NO Password
- ④ Novell **Netware network** is accessible: You can log onto your own Netware account and access your **W Drive**. To do that, right click on the red N in the bottom right corner of the screen and log in.
- ④ **Computer is in Deep Freeze** mode – no changes will be saved except in E drive

- ④ **Wireless keyboard and mouse** can be **used from any location in room** – don't need to be pointed at computer or screen
- ④ Each classroom has an **E Drive** mapped for storing work. That drive is shared by everyone who uses the computer.

General Smart Classroom Tips

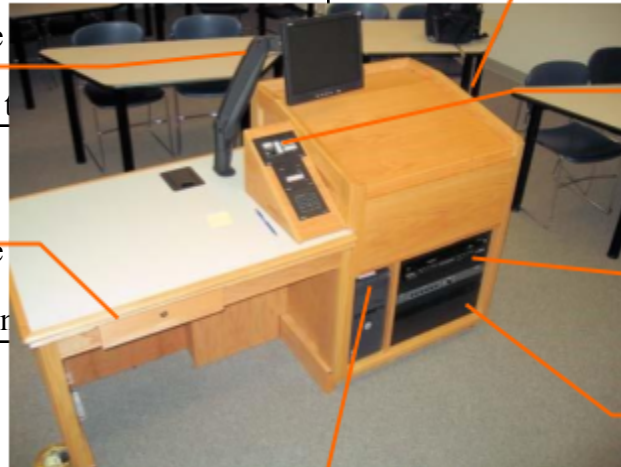
- ④ Please **turn off projector** when not in use – very expensive to replace bulb
- ④ Can use traditional overhead for transparencies to **save bulb life**
- ④ Elmo and Starboard **images can be captured** using software on computer desktop
- ④ Takes a bit of **practice** to become proficient. Most classrooms are available/open/unused in the **later afternoons**. You are strongly encouraged to **practice** using the equipment in the classrooms at these times so you will be prepared for actual class time with actual students.
- ④ If input does not work, **select another input** and then reselect the one you desire.

Smart Classroom Support

- ④ Key to Cabinets:
 - ⑨ Get from your department
- ④ Immediate Support:
 - ⑨ Help Desk: x4444 or Intercom (when implemented)
- ④ Batteries: Get from department office
 - ⑨ Mouse – Rechargeable: make sure to cradle
 - ⑨ Keyboard – 4 AA % Starboard Pen – 1 AAA
- ④ Training:
 - ⑨ Michael Levick: x3349, levickm@lanecc.edu
- ④ Practice:
 - ⑨ Let yourself in and knock yourself out

Audio Systems & Volume Controls

Situation:	To Adjust Volume Use:
Extron Systems Remote Controls: ④ Sneakers on the COMPUTER MONITOR Remote Controls: MOUSE & KEYBOARD Extron Panel: „ Audio System built in	Volume control on Projector remote ELMO'S DRAWER EXTRON CONTROL PANEL DVD/VCR EXTRON AMP UNIT on Extron



Where's Elmo (& Keyboard)?

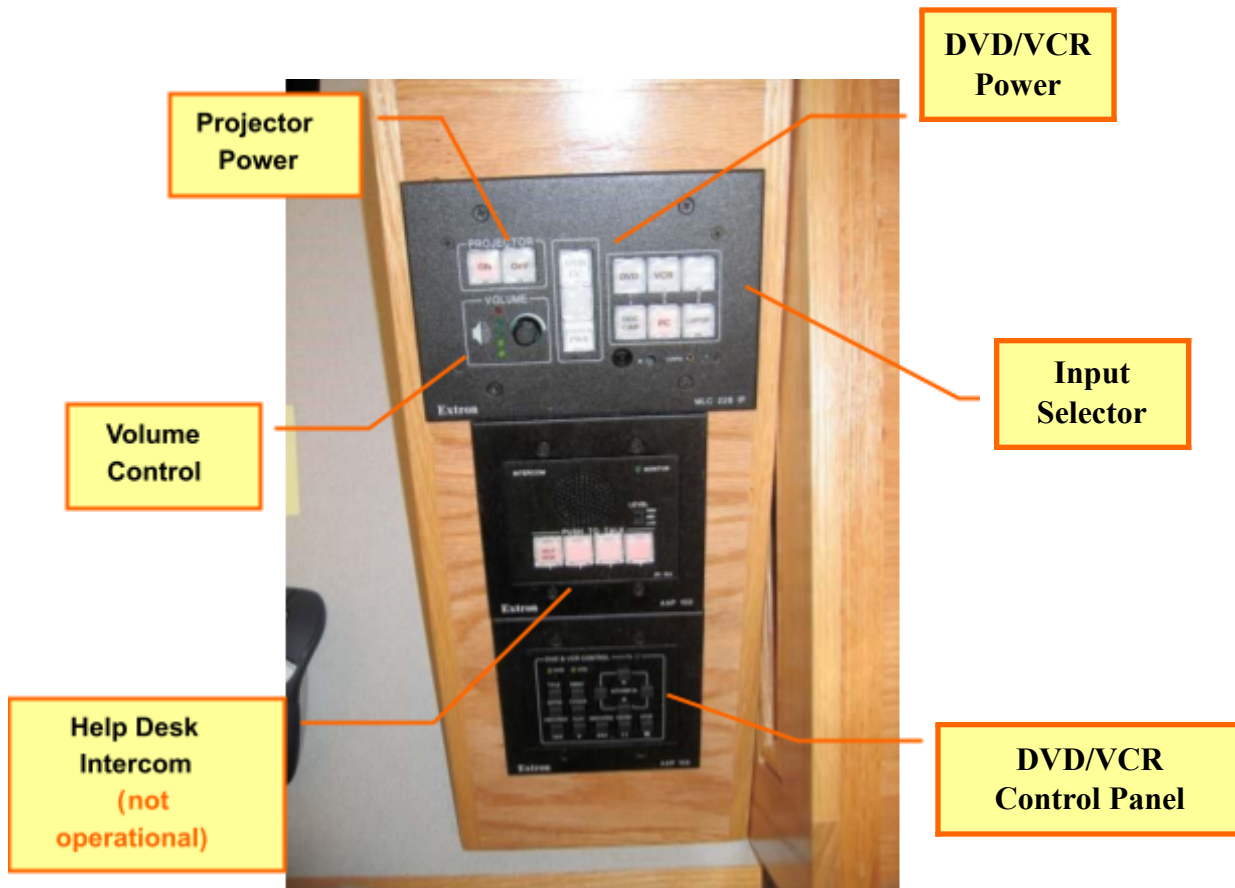


Locked drawer on front of podium



Locked tray on R side of podium **Extron**
Control Panel

- ④ Panel is always on
- ④ Turn on projector and select desired input
- ④ Operate DVD/VCR with control panel on Extron
- ④ Help Desk intercom not yet operational



Extron Controls

- ④ Use Control Panel for input selection and volume control
- ④ Controls on front of Extron unit are redundant with those on Extron Control Panel

Volume Control



Selecting Projector Input

- ④ Press button to select which component will be projected
- ④ Switch back and forth between components as desired
- ④ Monitor shows same image as projector screen for PC, LAPTOP, and DOC CAM.
- ④ Monitor is blank when DVD or VCR is selected



Using the Computer

- ④ Turn on PC with power button on front panel
- ④ Select PC on Extron input selector „ MEDIA:
 - ⑨ Thumb drive
 - ⑨ CD
 - ⑨ Floppy Disk „ Log in with:
 - ⑨ AVUSER [Enter]
 - ⑨ NO Password
- ④ Novell Netware network is accessible
- ④ Computer is in Deep Freeze mode – no changes saved



Using a Laptop

- ④ Connect laptop at laptop dock:
 - % Power, Video, Audio, & Internet connectors
- ④ Select LAPTOP on Extron input selector



Using Wireless Mouse & Keyboard

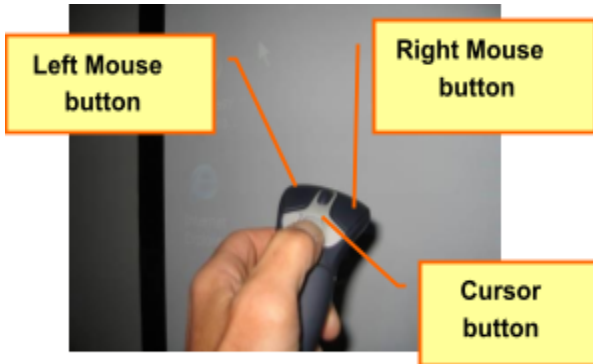
- ④ Mouse and keyboard will operate from anywhere in room, pointing in any direction
 - ④ Mouse operates normally (optical mouse)
 - when resting on any surface „ Contact Help
- Lane IT Technical Training



Desk if batteries fail smart_classroom_manual4.doc.doc

Using Gyro Mouse

- ④ Hold down cursor button to move cursor with mouse in hand
- ④ Use either button: On top of mouse, or under finger grip
- ④ Cursor will not move unless button is held down



Using DVD/VCR

- ④ Press DVD/VCR Power button on Extron panel
- ④ Load DVD or VCR in DVD/VCR player



**DVD/VCR
Control Panel**

**DVD
Closed
Caption**

smart_classroom_manual4.doc

- ④ Select DVD or VCR on Extron Input Selector
- ④ Operate DVD/VCR with Extron DVD/VCR CONTROL panel
- ④ Select DVD CC for closed caption on DVDs

Using the Elmo

Elmo document camera can display opaque or transparent images, or any small object



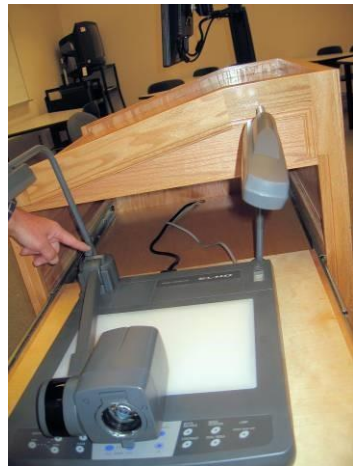
**Projector
Power**

**Monitor
Output -
Main**

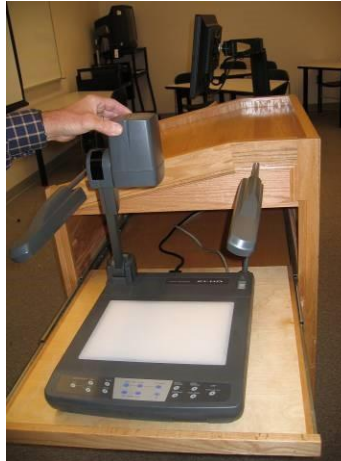
**Select
Doc Cam**



- . Unlock door and pull out Elmo tray



- . Raise the lamps
- . Press button to unlock camera arm

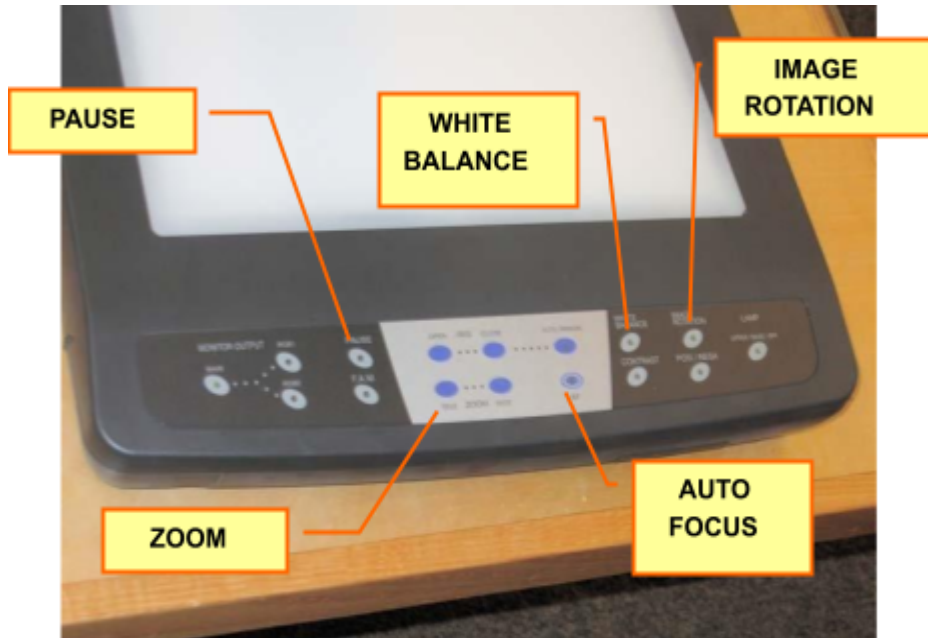


- . Gently raise camera arm and rotate camera to vertical

- . Activate power switch
 - Select Doc Cam on at right-rear corner of Extron input selector
 - Elmo unit
 - Turn on projector
- . Select Main on Elmo Monitor Output
- . Select Upper or Base light source
 - **Upper** for print items (pictures, magazines, books) or any small objects (specimens)
 - **Lower** for transparencies

Elmo Image Controls

- ④ **Image Rotation** - Turns image 900 R each time pressed
- ④ **Focus** – Focus projector first, then select Auto-Focus on Elmo
- ④ **Pause** – Retains image on projector after item is removed
- ④ **Zoom** – High-resolution magnification
- ④ **White Balance** – Adjusts color when viewing items with off-white backgrounds



Elmo Image Capture

- ④ Launch ELMO Image Mate software on PC Start menu
- ④ Select Camera Capture
- ④ Save image to Thumb Drive or CD

Shut Down

- ④ Turn off the projection unit so it may cool down (use green button on remote)
- ④ Turn off LCD monitor in the top cabinet
- ④ Turn off Elmo unit
- ④ Fold down Elmo's arms
 - ⑨ Fold down the lamp
 - ⑨ Fold down the right arm
 - ⑨ Fold down the left arm
- ④ Replace all remote controls in the cabinet
- ④ Turn off Panasonic VCR/DVD player

- ④ Turn off Sony amplifier
- ④ Shut down the computer
- ⑨ Replace keyboard and mouse in cradles „ Lock all drawers and cabinets

Trouble Shooting – No Input

- ④ Input Selector – Verify correct input selected
- ④ Component Power –
 - ⑨ PC power on front of box
 - ⑨ Elmo power on Elmo
 - ⑨ DVD/VCR power on Extron control panel
- ④ Call Help Desk



Putting Away the Mouse

- ④ Mouse must be in cradle to recharge battery
- ④ Please verify that mouse is properly seated and green charge indicator light is on



Remote Control Systems

Smart Classroom equipment is in locked upper and lower cabinets in front corner of room



Find Remote Control Units

- ④ Remotes for whatever components are included should be in the cabinet
- ④ Find matching remote for the components you want to operate



Instruction Booklets

- ④ Some (CEN 4th floor) have instruction booklets in AV cabinet or instructor podium
- ④ Find and follow instructions for your AV setup:
 - ⑨ VCR or DVD/VCR
 - ⑨ Elmo
 - ⑨ Computer



Projector Remote

Lock it up: Replacement Cost - \$450



Turn on Projector Using Remote



Unit won't work if line of sight is obstructed, as with light fixtures



Move to a location where you can see the body of the projector

LCD Screen

- ④ Must be on for Elmo or Computer use
- ④ Won't show anything when DVD/VCR is in use



Elmo Unit

- ④ Turn on Elmo unit when using Elmo or computer
- ④ Elmo unit must be on for computer image to go to projector



Using the Computer

- ④ Turn on Elmo and select RGB1 on Elmo control panel
- ④ Turn on computer
- ④ Turn on projector
- ④ Sony amplifier must be on for sound from computer
- ④ Login may vary depending on department



Using the DVD/VCR

- ④ Turn on Sony amplifier
- ④ Select Video 1 for VCR, or DVD for DVD
- ④ Turn on projector
- ④ Elmo and computer not required



Using the Elmo

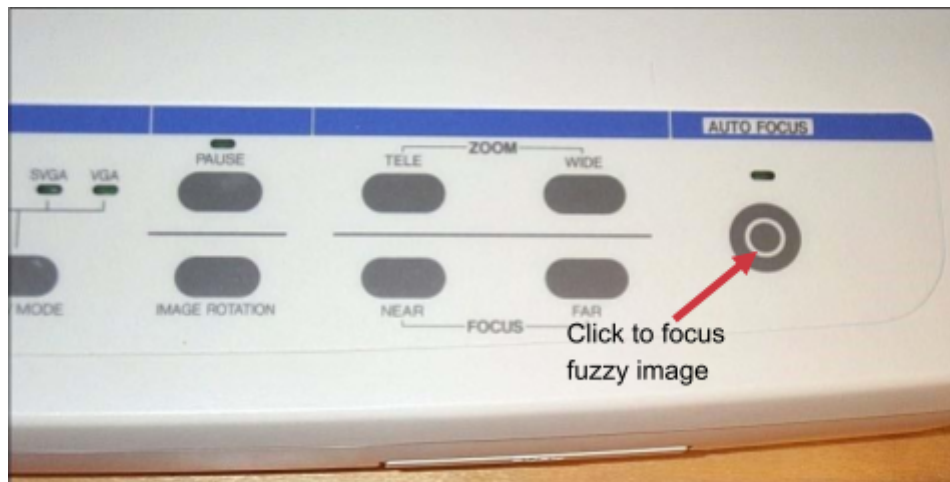
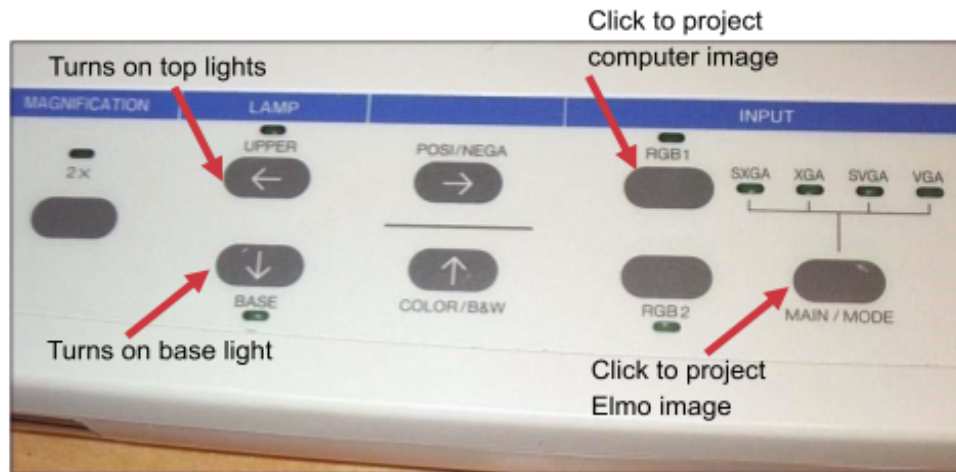
- ④ Turn on LCD monitor above Elmo
- ④ Turn on Elmo
- ④ Press Main/Mode button on Elmo panel so that SXGA light is on
- ④ Turn on Projector
- ④ Manipulate image with Auto Focus, Zoom, etc.



Focusing Elmo

- „ First focus the ceiling mounted LCD unit.
- ‰ Use remote only-do NOT touch unit

Works for VCR/DVD/computer
Second focus the Elmo unit



Additional Comments

Consider Your Task

What are you planning to use?

- ④ Overheads only
 - ⑨ Use traditional overhead projector
 - ⑨ Cost of bulb is \$10

- ④ Otherwise
 - ⑨ Use Hitachi LCD projection unit
 - ⑨ Cost of bulb is \$500

Use Equipment Efficiently

- ④ Hitachi LCD Projection Unit
 - ⑨ Can only be operated by remote
 - ⑨ Turn on only when ready to use (Remember \$500 bulb cost)
 - ⑨ You CANNOT quickly turn the unit off and back on again (it must cool down between)
 - ⑨ Turn off when done—bulb life is 2000 hours
- ④ Sony Amplifier—Theatre System
 - ⑨ Must be turned on for sound
 - ⑨ Must be turned on for video
 - ⑨ Generates the most HEAT
 - ⑨ Very important to turn this unit off (power button is on the left)
- ④ Elmo
 - ⑨ Arms must be closed in order

Security

- ④ All doors and drawers should be locked when you enter the room
- ④ See your department for keys
- ④ NO student access to the cabinet
- ④ Turn off ALL equipment when finished
- ④ Lock all doors and drawers at the end of class

