Alderson Broaddus University
School of Nursing

2022-2023
Faculty Handbook

Alderson Broaddus University

AB

Alderson Broaddus University
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Alderson Broaddus University School of Nursing Organizational Chart

Dean, College of Health, Science, Technology and Mathematics: Dr. Michael Boehke

Chair, School of Nursing
Dr. Kimberly White

Administrative Assistant: Janey Exline

Clinical Compliance Officer/ SIM Coordinator: Roger McDonald

Full-Time Nursing Faculty
Dr. LyCricia Criss, Rebekah Hoxie, Rhoda Leeson

Adjunct Nursing Faculty

SON Student Work Study
Dr. Susan Simmons, Megan Weese, Vacant
Alderson Broaddus University’s nursing major offers three different programs that lead to a Bachelor of Science degree in Nursing and prepares a nurse generalist with the knowledge, skills, attitudes, behaviors, and values to be safe responsible practitioners of professional nursing. The School of Nursing offers a traditional, a weekend LPN-BSN, and an online RN-BSN track of study. Each course of study includes a liberal arts education and a sequence of professional courses. On graduation from the traditional and LPN-BSN programs, the graduate will have completed the educational requirements to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The programs offered by the School of Nursing is accredited by the Accreditation Commission for Education in Nursing (ACEN), and is approved by the West Virginia Board of Examiners for Registered Professional Nurses (WVBOERN). The School of Nursing is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing.

**Accrediting Agency**

Accreditation Commission for Education in Nursing, Inc.  
(ACEN)  
3390 Peachtree Road NE, Suite 1400  
Atlanta, Georgia  30326  
(404) 975-5000  
www.acenursing.org

**Approved by**

State of West Virginia Board of Examiners for Registered Professional Nurses  
(WVBOERN)  
5001 MacCorkle Avenue, SW  
Charleston, WV 25309  
(304) 744-0900  
www.wvrnboard.com

Additionally, through the cooperative efforts of the School of Nursing and Department of Education, a School Nurse Certification Option is offered. Graduates who have completed the requirements for this option and who have passed the NCLEX-RN Exam may apply for the certification from the West Virginia Department of Education through the Division of Education.
Alderson Broaddus University School of Nursing Mission

The School of Nursing’s mission is to provide students with the highest quality education preparing them for success as a generalist in the practice of professional nursing with a curriculum built on the standards of contemporary nursing practice educating students to provide quality, safe, evidence-based nursing care to diverse patient populations across the lifespan. The School of Nursing seeks to provide an educational environment encouraging students to regard professional nursing as a service to humanity, respect scholarly endeavor, become responsible citizens, and apply moral and ethical integrity in their lives and decisions. By providing an education grounded in the liberal arts, students are prepared to fulfill their roles in a diverse society as well-rounded and responsible nurses.

School of Nursing Philosophy

The philosophy of the School of Nursing is derived from basic beliefs about education and professional nursing. The faculty believes the patient, whether viewed as an individual or collectively as family, group, community, or society, is unique and holistic, meriting safe quality patient-centered care as exemplified in the nurse-patient relationship operationalized by the nursing process. Furthermore, the faculty views nursing as a caring, therapeutic, interpersonal profession that values diversity, and embodies Christian service to holistically address patient health needs in collaboration with the interprofessional health care system.

The faculty believes a baccalaureate nursing education grounded in the liberal arts provides learners with the opportunity to acquire the knowledge, skills, attitudes, behaviors, and values to become safe, responsible practitioners of professional nursing. The teaching-learning relationship between faculty and learner is central to quality education. Learners are expected to demonstrate integrity and be self-disciplined, self-directed, and accountable for their own learning. The faculty is responsible for creating a caring environment in which knowledge is shared and role development enhanced.
School of Nursing Purpose and Outcomes

The purpose of the curriculum leading to the Bachelor of Science in Nursing is to prepare the student to function as an advanced beginning professional nurse in any health care setting. Graduates of the program will value scholarly endeavors and become lifelong learners. Congruent with the mission and institutional student learning outcomes of the institution, the nursing program prepares graduates who:

1. Create patient-centered, safe, quality, evidence-based nursing care with diverse patients across the life span.
2. Design a caring environment for the patient, family and community to promote wellness, prevent disease, and facilitate healing.
3. Generate critical thinking necessary to provide quality patient care.
4. Professionally communicate/collaborate with members of the interprofessional team, the patient, family and community to provide and improve patient care.
5. Exemplify leadership in a variety of healthcare settings for diverse patient populations.
6. Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making.
7. Assimilate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.

Assurance of these outcomes is dependent upon a learning environment built on educational theory grounded in the mission, while addressing the needs of the students. End-of-program student learning outcomes define the individual student outcomes to be achieved by the learner. Program outcomes are the benchmarks for each graduating class which include the yearly NCLEX-RN® pass rate, program completion rate, and job placement rate.
School of Nursing Purpose and Goals

As an integral part of Alderson Broaddus University, the School of Nursing shares the overall aim of the University, which is to help students respect scholarly endeavor, gain skills in growth and learning, and develop moral and ethical integrity in every phase of life. Building on a liberal arts foundation, students are encouraged to become responsible citizens who regard their vocation as a service to humanity stemming from a basic commitment to God and offered for the benefit of the client.

The purpose of the curriculum leading to the Bachelor of Science in Nursing is to prepare the student to function as a competent beginning professional nurse in any health care setting. Graduates of the program will value scholarly endeavors and become life-long learners.

Congruent with the mission and purpose of the institution, the goals of the nursing program are to prepare graduates:

1. Who possess the knowledge, skills, attitudes, behaviors, and values necessary to assist the client experiencing crisis to meet human needs?
2. Who assume professional nursing roles to provide competent professional nursing care to individuals, families, groups, communities, and society within a rapidly changing environment?
3. Who are eligible to apply for licensure as registered nurses?
5. Who are accountable to the ANA Standards of Practice and the Standards for Professional Nursing Practice of the West Virginia State Board of Nursing?
Program Options

The AB School of Nursing has a traditional four-year baccalaureate program as well as a Licensed Practical Nurse to BSN (LPN-BSN), which, like the traditional program, is a pre-licensure program, but tailored to the needs of a student possessing a baseline knowledge of nursing. There is also an Online RN to BSN program available for registered nurses seeking to obtain a bachelor’s degree in nursing. Through the cooperative efforts of the School of Nursing and School of Education, a School Nurse Certification Option is also offered. Graduates who have completed the requirements for this option and who have passed the NCLEX-RN exam may apply for the certification from the WV School of Education. Through a cooperative agreement between AB and Arellano University, in the Philippines, qualified students in the International Nursing Partnership (INP) transfer to AB School of Nursing and join the traditional students in their senior year of nursing.
School of Nursing By-Laws

Article I
Name
This organization shall be called the School of Nursing Committee of Alderson Broaddus University and is an integral part of Alderson Broaddus University and is governed by its policies.

Article II
Purpose
The purpose of the Alderson Broaddus University School of Nursing Committee is to promote the mission and purpose of Alderson Broaddus University within the framework of the School of Nursing.

Functions of the School of Nursing Committee:
1. Provide a forum for the democratic discussion of matters of academic and professional concern.
2. Provide an operational framework for the determination of policy standards and procedures of the School of Nursing.
4. Foster communication between administrators and teaching faculty and among teaching faculty.
5. Recommend and/or approve students for graduation or to receive various awards and honors.
6. Evaluate, revise and update annually the Nursing Faculty Handbook.

Article III
Membership
Section I
Membership and the voting body of the School of Nursing Committee shall consist of all full- and part-time faculty holding academic rank. These ranks shall consist of Professors, Associate Professors, Assistant Professors and Instructors. All members of the committee have voting privileges.

Section II
Ex-officio members shall consist of the University President and Provost/Vice-President of Academic Affairs and Dean of the College of Health, Science, Technology, and Mathematics.

Section III
Administrative nursing director and/or supervisory staff of any agency in which students receive clinical experience may, by request, attend meetings held by this organization, make suggestions and recommendations, but shall have no voting privileges.

Article IV
Officers
Section I
The officers of this organization shall be a President, Vice-President.

Section II
The President of the organization shall be the Chairperson of the School of Nursing.
Section III
The Vice-President of the organization shall be elected by the membership at the first meeting of the School of Nursing Committee in each academic year.

Section V
The duties of each officer include but are not limited to the following. All adhere to the AB Faculty Handbook, the Nursing Faculty Handbook the tenets of the WVBOERN-RN Code, and ACEN Policies and Standards.

1. Duties of the Chairperson
   a. Post an agenda prior to each scheduled meeting
   b. Preside at all meetings
   c. Appoint a Secretary to record the proceedings of regular and special meetings of the School of Nursing Committee
   d. Affirm that records of the meetings are maintained in the Nursing Office
   e. Appoint members of school of standing committees
   f. Perform all other duties as outlined in the Alderson Broaddus University Faculty Handbook, the WVBOERN-RN Code and the ACEN Policies & Standards

2. Duties of the Vice-President
   a. Preside at the meetings in the absence of the Chairperson

Article V
Meetings

Section I
The regular meeting of the School of Nursing Committee shall be held at least once a month. Students will be invited to attend faculty meetings per West Virginia Title 19 §19-1-11; 11.5 “Students shall have opportunities to participate in meetings of the School of Nursing Committee”.

Section II
Special meetings may be called by the Chairperson and/or upon a written request of two-thirds (2/3) of the faculty members.

Article VI
Quorum
A quorum for the organization shall be one (1) more than half (1/2) of the total membership.

Article VII
Amendments
The by-laws of the Faculty Orientation may be amended by a two-thirds (2/3) vote of the total membership. Faculty must receive the proposed change in writing with at least one week’s time to read and process the proposal.
Article VIII  
*Parliamentary Authority*

The rules contained in the current Robert’s Rules of order shall govern meetings of this organization in all cases to which they are applicable and are not inconsistent with these by-laws. A Parliamentarian may be appointed by the Chairperson.

Article IX  
*Standing Committees*

Section I
1. FAM – Faculty (Standard 2*); Admissions (Admissions of Nursing Students); Mission (Standard 1*)
2. S2ER – Student (Standard 3*); Student Development; Educational Policies; Resources (Standard 5*)
3. Curriculum – (Standard 4*)
4. Evaluation – (Standard 6*)
*ACEN-Standards

Section II – Other Committees
1. Each faculty member accepting a Director position in the school of nursing participate as a contributing committee member to the Special Program Committee that meets at least once a semester. The committee shall include each Director of Special Nursing Program; the Dean of the College of Health Science, Technology, and Mathematics; designees from the Registrar’s; Financial Aid; Admission offices; and others as deemed appropriate. The Special Programs Committee will be chaired by the School of Nursing Chairperson.

SECTION III
Members of the standing Committees and their respective chairperson will be appointed for up to four years or at the discretion of the Chairperson. Committee members are responsible for fulfilling committee tasks including those associated with the designated ACEN Standard’s. Each standing committee chairperson should have served as a member of that committee for at least one year prior to becoming the chairperson. Chairperson generally serves 3 years with the fourth year designated to mentor the upcoming Chairperson in Co-chair role. The School of Nursing Committee Chairperson serves as an ex-officio member of all committees.

SECTION IV
Each standing committee will meet monthly or more frequently when necessary and at the discretion of the Chairperson. Minutes will be submitted for each regular meeting and maintained in the School of Nursing office. A brief written summary of accomplishments and issues must be submitted in writing (to be included in School of Nursing Agenda), by the Wednesday preceding the next School of Nursing meeting.

SECTION V
Duties of the Standing Committee Chairperson:
1. Call, develop agenda, and preside at meetings. Serve three years as Chair and mentor/co-chair a prospective new chair during year four.
2. Appoint a secretary to record minutes.

3. Ensure that the committee (as its responsibilities correlate with a given ACEN Standard), collects data, interprets and reports to the Evaluation Committee.

4. Submit written reports and recommendations to the School of Nursing Committee.

5. Utilize resource persons as necessary.

6. Submit a yearly summary report to the School of Nursing Chairperson to validate the committee’s accomplishments including the Systematic Plan of Evaluation information and ACEN Standards and Criterion pertinent to committee.

7. Actively solicitation student representatives from each level. Students will not be involved in functions that threaten confidentiality.

SECTION VI – School of Nursing Committee

1. School of Nursing Committee is a committee of the whole. Membership consists of the Nursing Chairperson and all Nursing Faculty. Though adjuncts, invited guests, and students may give input, only full time Faculty have voting privileges.

2. The purpose of the School of Nursing Committee is to conduct, report on, and problem-solve business pertinent to the effectiveness and viability of the School of Nursing, whether internally or externally (accrediting agencies and communities of interest).

3. Functions:
   A. Receive and respond as needed to communication or reports from other standing committees as well as pertinent input from the campus and communities of interest.
   B. Deliberate and decide on key issues that require collaborative judgment whether pertaining to the AB School of Nursing as a whole, policy review and determination, academic affairs, student’s events and issues, faculty-staff needs, administrative interface, communities of interest (including agency affiliations), accrediting agencies, etc.
   C. Review the annual budget of the School of Nursing and make recommendations as necessary.
   D. Facilitate productive problem-solving and collaborative conflict resolution by giving input and feedback Chairperson and each other.

SECTION VII - Faculty, Admissions, Mission e.g. – FAM Committee

1. Membership consists of the appointed Chairperson and representative faculty. All committee members have voting privileges.
2. The purpose and functions of the FAM committee as related to ACEN Standards 1 and 2 are as follows:

A. Address all of the criteria of ACEN Standard 1 – “Mission” and Standard 2 – “Faculty”:

1) Oversee and/or complete the tasks related to the expected level of achievement for each of the criteria in Standards 1 and 2.
2) Monitor data, surveys, etc., trend and make recommendations to the Evaluation Committee (and as indicated to the School of Nursing Committee) describing issues, accomplishments and needed changes.
3) Facilitate the communication, planning, implementation and follow-up with communities of interest whose input and feedback impact the nursing education process, e.g., administrators, faculty, representative students (ABN president, Traditional, LPN-BSN, Online RN-BSN, INP), clinical agency staff, LPN schools, high school counselors, representatives (city, community, and state). Oversee the Nursing Advisory Council luncheon.
4) Facilitate meeting responsibilities associated with Standard 2, e.g. updates to faculty profiles, load calculations, recruiting doctoral prepared faculty, etc.
5) Maintain and update ACEN standards 1 and 2 criteria. Submit report and all records annually to the Chair, School of Nursing.

B. Nursing Admissions

1) Maintain currency of admission and progression policies within the School of Nursing and ensure that policies differing from the parent institution are congruent with the university registrar.
2) Plan, implement and evaluate admission and progression policies that facilitate progression into and within the nursing major.
3) Collaborate with Directors of Online RN-BSN, LPN-BSN, and INP to ensure that students potentially admitted to these programs meet nursing admission and retention standards.
4) Facilitate implementation of the ATI TEAS testing and Admissions process.
   a) Review ATI TEAS results to determine and make recommendations regarding those who meet criteria to move into quantitative determination of readiness to enter Nursing.
   b) For both recruitment and retention purposes, work cooperatively with the Admission and Registrar, keeping communication open related to issues and developments.
   c) Oversee and inform the Chairperson of Nursing, Directors, and Admissions should admission numbers approach capacity (currently traditional students 150, LPN-BSN 24, INP 24, and Online RN-BSN 20 students to one instructor and as approved by ACEN). Note that the WVBOERN-RN allows only 10% over designated capacity and ACEN 25% without seeking prior approval four months in advance.
5. Evaluate transfer student records for placement within the nursing major working collaboratively with the Chairperson of Nursing.
6. Review applications for leave of absence for non-academic reasons when irregular progression results.
7. In concert with designated Directors and as needed, review applicants and implement related policies

Sample tasks of FAM:

1. Review data for prospective students.
2. Standard 1 – Communities of interest:
   A. Schedule “support courses” meeting annually
   B. Plan and oversee advisory council luncheon
   C. Make changes in organizational chart
3. Standard 2
   A. Update faculty profiles
   B. Update Nursing Faculty Handbook

SECTION VIII – Students, Student Development, Educational Policies, and Resources (S²ER Committee)

1. Membership consists of the appointed Chairperson and representative faculty. The Alpha Beta Nu President and student representatives on the Student Faculty Advisory Council are invited to meetings that do not compromise confidentiality.

2. The purpose and function of the S²ER committee follows:
   A. Address all the criteria of ACEN Standard 3 – “Students” and 5 – “Resources”.
      1) Oversee and/or complete the tasks related to the expected level of achievement for each of the criteria in Standards 3 and 5.
      2) Monitor data surveys, etc., trend and make recommendations to the Evaluation Committee and as indicated to the School of Nursing describing issues, accomplishments and needed changes.
      3) Update information related to student services, nursing policies differing from the University, and other tasks associated with Standard 3 and expected levels of achievement.
      4) Update information related to Resources with current figures and fulfill other tasks associated with Standard 5 per criteria and expected levels of achievement.
      5) Maintain and update ACEN standards 3 and 5 criteria. Submit report and all records annually to the Chair, School of Nursing.
   B. Student Development
      1) Serve as a liaison between the faculty and the nursing student body. Facilitate nursing student investment and involvement in Alpha Beta Nu, service projects, School of Nursing committee’s inter-professional, and social functions.
      2) Facilitate student representation on nursing committees, e.g. develop participation incentives, etc.
      3) Plan and oversee the Senior Nursing Convocation (preparation, ordering supplies, clean-up, etc.) as well as other social functions related to the students.
      4) Manage the ordering of student uniforms and nursing pins, etc.
5) Annually or as needed, inventory supply needs with Skills Lab with input of Coordinators. Facilitate up-keep requirements for the skills lab reporting needs to the School of Nursing Committee. (e.g. concerns regarding skills lab orderliness following practice skills etc.)

C. Educational Policies

1. Maintain educational policies within the School of Nursing which are consistent with the parent institution in regard to admission, progression, retention, dismissal, and graduation; and ensure that policies which differ from the parent institution are justified by program goals.

2. Review Nursing policies on a rotating basis so that each policy is reviewed at least every three (3) years.

3. Review suggestions for new policies and revision of established policies from faculty, staff and students, making needed changes and presenting the draft to the School of Nursing committee for vote.

4. Revise and update the written and online School of Nursing Policy and Procedure Manual annually.

5. Submit a yearly summary report to the School of Nursing Chairperson to validate the committee’s accomplishments including the Systematic Plan of Evaluation information and ACEN Standards and Criterion pertinent to committee.

Sample tasks of S^2 ER

1. Student development portion is responsible for: uniforms, pinning, Skills Lab and supplies
2. Educational policies portion updates web, oversees policies.
3. Standards 3 – (Students) and 5 – (Resources) – must maintain and update SPE.

SECTION IX – Curriculum Committee

1. Membership consists of the appointed Chairperson, representative nursing faculty, and at least one student representing the level(s). All members of the committee have voting privileges.

2. The purpose of the Curriculum Committee is to direct the planning, coordination, evaluation, and revisions of the curriculum (which reflects the philosophy of the School of Nursing) and to facilitate meeting the expected levels of achievement of each criterion in ACEN Standard 4.

3. Maintain and update ACEN standard 4 criteria. Submit report and all records annually to the Chair, School of Nursing.

4. Functions of the Curriculum Committee:
   A. Consider all course offerings in terms of overall philosophy, goals of the University and the School of Nursing and Student Learning Outcomes.
   B. Make appropriate recommendations to the Nursing School of Nursing Committee regarding curriculum related outcome measures. Monitor the efficacy of Summary Course Evaluations and other outcome measures (Test Analysis) and make recommendations to Evaluation Committee and as indicated to the School of Nursing Committee of the whole.
   C. Receive, review recommendations and evaluate nursing content to be added or deleted, in consideration of the NCLEX Test Plan, making recommendations to the Faculty Organization.
   D. Continually assess course offerings in light of educational goals, the WVBOERN-RN Code, ANA Standards of Practice and ACEN Standards.
E. Evaluate the student learning outcomes of the curriculum in concert with the Evaluation committee.

F. Collaborating with the Evaluation Committee to update and maintain Systematic Evaluation Plan.

G. Review and approve selected educational materials for use by faculty and students.

H. Make recommendations for budget expenditures for instructional supplies and materials.

I. Submit a yearly summary report to the School of Nursing Chairperson to validate the committee’s accomplishments including the Systematic Plan of Evaluation information and ACEN Standards and Criterion pertinent to committee.

Sample tasks of Curriculum Committee
1. Ongoing curriculum development
2. Oversee development of “New Curriculum” courses
3. Guide development of new clinical evaluation tools
4. Oversee currency of each curriculum form, including, but not limited to: Faculty Course Summary Evaluation form, Teaching Learning Evaluation Plan (TLEP), etc.
5. Monitor, and give feedback regarding summary course evaluations, test analysis, etc. – (all parts congruent and complete).

SECTION X – Evaluation Committee
1. Membership shall consist of the appointed Chairperson, as well as, faculty representatives. Faculty member(s) representing each ACEN Standard, under review will attend the pertinent meetings. All members have voting privileges. Student representatives are invited to portions that do not compromise confidentiality.

2. The purpose of the Evaluation committee is to oversee the fulfillment of the Systematic Evaluation Plan (SEP). Evaluation Committee takes primary responsibility for fulfillment of ACEN Standard 6 criteria at the expected levels of achievement described in the plan.

3. Functions of the Evaluation Committee:
   A. Collect data, analyze, interpret, and make recommendations per the SEP to the Faculty Organization.
   B. Review, evaluate, and make recommendations concerning current and proposed data collection, tools, and processes in conjunction with the Curriculum Committee.
   C. Educate faculty and/or committee members’ evaluation tools and processes utilized to complete the Systematic Evaluation Plan.
   D. Inform Coordinators, Chairs of committees, Directors, etc. regarding materials due for review by the Evaluation Committee, involving the Chairperson as needed to facilitate timeliness.
   E. Oversee distribution of the Employer Satisfaction Survey and other surveys as pertinent to Standard 6.
   F. Maintain and update ACEN standard 6 criteria and the Systematic Plan of Evaluation (SPE). Submit report and all records annually to the Chair, School of Nursing.

Sample tasks of the Evaluation Committee
2. Monitor achievement of Program Outcomes
3. Integrate and trend findings from ATI, NCLEX program reports.
Job Descriptions for the School of Nursing

Chairperson, School of Nursing
(Responsible for adhering to WVBOERN Code & ACEN Policies & Standards)

Qualifications:
Minimum requirement: Master’s degree in nursing and an earned doctorate from a regionally accredited institution and experience in baccalaureate and/or higher degree programs in nursing.
Preferred: Earned doctorate from a regionally accredited institution and administrative experience in baccalaureate and/or higher degree nursing programs.

General Expectations:
The Chairperson of the School of Nursing is the chief executive officer of the school and is therefore responsible for the overall functioning of the school. The Chairperson is responsible to the Dean of the College of Health, Science, Technology and Mathematics. The Chairperson is expected to be an active member of the University School of Nursing Committee, attend meetings, and serve on committees relative to the position. The Chairperson endeavors to enhance knowledge and professional growth for self and their nursing faculty colleagues.

The individual in this position of leadership is expected to maintain the standards of accreditation for the discipline (e.g., ACEN or equivalent) and the WV Board of Examiners for Registered Professional Nursing. Additionally, this individual is expected to maintain a quality program in support of the educational mission of Alderson Broaddus University.

Duties/Responsibilities:
Mission and Administration.
1. Preside as President over the School of Nursing Committee and serve as ex officio on all school committees.
2. Prepare school of nursing reports and correspondence including annual reports, personnel reports, clinical agency contracts, accreditation reports and other documentation.
3. Represent the School of Nursing at state and national nursing meetings plus other appropriate professional groups.
4. Prepare and administer the annual budget for the School of Nursing; seeking faculty input in the preparation and administration of the program’s budgetary needs.
5. Assuring compliance with and adherence to the standards of accreditation.

Faculty and Staff.
1. Actively participate in the recruitment of personnel for the school and recommend to the Dean personnel for employment, promotion, tenure, and termination.
2. Supervise personnel within the school of nursing including orientation, assignment of teaching loads, and annual evaluations.
3. Promote and maintain effective communication in the school of nursing and among other college and school personnel.
4. Promote faculty development through evaluation and support of faculty continuing and advanced education.

REV 1.25.17, 06.29.17, 8-22-17, 05.07.18, 04.29.19, 6.19.19, 10.04.21, 04,2022
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Students.
1. Assign faculty as academic advisors to nursing students for registration purposes according to their advisor-advisee assignment.
2. In cooperation with Enrollment Management, participate in recruitment efforts for prospective students.
3. Recommend eligible students to the Faculty Admissions and Mission Committee for admission.
4. Work with Registrar regarding transfer credits and escrow credit for students.
5. Determine student progression and eligibility for graduation.

Curriculum.
1. Maintain fidelity to a contemporary curriculum by ensuring established professional standards and guidelines are articulated in the end-of program student learning outcomes.
2. Guiding the faculty in continuous improvement processes related to nursing curriculum development by offering opportunities for professional growth and development.
3. Oversee and authorize agency contracts.

Resources.
1. Ensure the fiscal, physical and learning resources are sustainable and sufficient to achieve the end-of program student learning outcomes and program outcomes of the nursing education program.
2. Monitor program expenditures in a fiscally responsible manner.

Evaluation.
1. Oversees the implementation of the established Systematic Evaluation Plan.
2. Demonstrate leadership and accountability in planning, coordinating, and evaluating the program.
3. Apply principles of continuous improvement to the program systematic evaluation plan and make necessary changes based on data-driven decisions.

Character Qualities.
The Chairperson must have the following characteristics and traits:
- Seek and retain the confidence of the Dean and their faculty colleagues;
- Create a student-centered learning environment;
- Credibly represent the School of Nursing to multiple constituencies;
- Engender trust from multiple constituencies;
- Obtain external resources to enhance the academic endeavors of the School of Nursing;
- Participate in the creation and implementation of institutional partnerships;
- Serve as the spokesperson for the School of Nursing; and,
- Lead the development of technology with faculty, staff and students in the context of student learning.

Revised 2/2019, JLP/KLW, Reviewed May 2021
Faculty Member
(Responsible for adhering to WVBOERN Code & ACEN Policies & Standards)

Minimum Qualifications: Master’s degree in nursing, preferably in a defined clinical specialty area and two years’ experience in nursing. Teaching experience desired.

General Expectations:
Nursing faculty report to the Chairperson of the School of Nursing. A nursing faculty member is expected to fulfill University Faculty and School of Nursing expectations to stay current in one’s field, continue professional growth, collaborate in committee work and strive for excellence in teaching. Current membership in ANA or NLN is expected.

Duties/Responsibilities:
1. Demonstrate professionalism and commitment to the philosophy of the School of Nursing and the mission of the university, participating in school and university committees and activities per assignment.
2. Participate in nursing curriculum development, implementation, evaluation and revision demonstrating awareness of curricular concepts in teaching actions.
3. Engage in test analysis and blueprinting, completing all parts.
4. Demonstrate knowledge and clinical ability appropriate to the clinical area of instruction. Increase knowledge through clinical practice, continuing professional education and professional development.
5. Actively participate in self, peer, and supervisor evaluation processes, striving to accommodate personal feedback which would enhance professional growth.
6. Demonstrate excellence in teaching.
7. Academically advise designated students as assigned by the Chairperson of the School of Nursing or university requirements. Assist student’s access to Campus Life and other university resources and services. Post a minimum of 5-6 office hours weekly. Advisor handbooks are distributed via the Registrar each fall semester.
8. Annually provide current WV nursing license number for visualization, maintain current CPR certification, immunizations records, yearly PPD or chest X-Ray results, “Statement of Health Status”, history and physical form, and completed record of hepatitis vaccination or statement of refusal.
9. Fulfill responsibilities of position description that follow as designated or assigned, e.g., coordinator, team member, director.
10. Fulfill the responsibilities of the WVBOERN, ACEN Standards, Policies, and Systematic Evaluation Process, e.g., contributing to meet standards including fulfilling committee and paperwork responsibilities.
11. Complete a minimum of 6 hours of continuing education related to nursing education annually.
Faculty Member – Course Coordinator  
(Responsible for adhering to WVBOERN Code & ACEN Policies & Standards)  

Minimum Qualifications: Preferred: One year of experience in the School of Nursing at Alderson Broaddus University. Assignment to coordinator of the course(s) is made by the Chairperson.

Duties/Responsibilities: Same as Faculty Member Plus:

1. Demonstrate leadership and accountability in planning, coordinating, and evaluating the course.
2. Make arrangements and organize activities to help the team meet the demands of the teaching process.
3. Use curriculum guidelines to make decisions relative to the course about staff utilization and instructional requirements.
4. Collaborate with other coordinators regarding shared resources, classrooms, clinical sites, or the scheduling of faculty with more than one team appointment.
5. Act as an initial channel beyond the individual instructor-student level to process student concerns or problems relative to the course(s). Channel unresolved issues as indicated, to the pertinent team member, to the whole team or to the Chairperson.
6. With team and student input, monitor the course, making needed revisions while retaining curricular integrity and keeping the Chairperson informed of problems and progress.
7. Oversee the terminal evaluations at the conclusion of the course by students as well as the course summary evaluation by team faculty. Submit recommendations and rationale for substantive changes to the curriculum committee.
8. Organize course syllabus, collating sections contributed by team members. Maintain teaching file on all instructional addenda distributed during the course.
9. Facilitate communication and problem solving among the team between the team and others. Keep a file communication necessary to the course. Communicate changes in the course calendar to team members and students. When indicated, serve as a conduit for communication from the team to the school of secretary or Chairperson.
10. Act as a liaison between AB Clinical Compliance Officer, clinical agencies, and course instructors. Facilitate the efforts of team members related to contracting with community clinical agencies. Oversee clinical evaluations by agency.
11. Take needed actions to order textbooks, submit requests to the Chairperson for purchase of instructional materials, equipment, etc.
12. Oversee/assure completion of test analysis, blueprinting and filing of analysis cover sheet per exam.
13. Oversee grade assignment following scoring of objective-type test items. Ascertain that subjective items are scored by the author in a timely manner.
14. Keep course grades and attendance records. Forward final grades to the Registrar on time. Read and validate currency of agency contracts.
15. Submit to the Chairperson personnel needs for the semester for which he/she is responsible.
Team Member, Didactic Teaching
(Responsible for adhering to WVBOERN-RN & ACEN Policies & Standards)

Minimum Requirements: Fulfill faculty member responsibilities and accept assignments to class leading role.

Duties/Responsibilities:
1. Contribute assigned lecture outline, power point slides, etc. to course coordinator for inclusion in syllabus.
2. Prepare for instructional presentations per course, teaching learning evaluation strategies plan and class objectives.
   a. Meet timeline for syllabus preparation
   b. Develop or update class objectives, content outline and assignments
   c. Select materials which are current, theoretically sound and which reflect nursing research findings
3. Present assigned lectures and skills
   a. Incorporate a variety of teaching theories, e.g., constructivism, narrative pedagogy, transformative emancipatory and others as well as teaching methods: active-cooperative activities, AV’s and other technologically innovative teaching strategies, simulation lab, case studies, etc.
   b. Develop remediation, special instructional sessions and study aids as indicated and possible
4. When requested participate in classes led by another team member.
5. Construct test questions for designated content. Fulfill monitoring, grading responsibilities, test analysis, and blueprinting per assignment.
6. Participate in development/selection of appropriate course materials, media, library resources, etc.
   a. Arrange, secure, and return special instructional equipment and materials
   b. Arrange for use of library resources, reserve materials, assisted individual computer instruction, etc.
7. Contribute to course summary evaluations.
8. New faculty are to sit in on class lectures in the assigned course, particularly those classes pertinent to the specialty area.
9. Adjunct/part-time contracts are determined on an individual basis, with the Chairperson and Dean, College of Health, Science, Technology, and Mathematics, to meet School of Nursing teaching needs. Variations in the responsibilities listed will be negotiated according to the teaching load assigned.
Team Member – Clinical Teaching
(Responsible for adhering to WVBOERN Code & ACEN Policies & Standards)

Faculty assigned to both classroom and clinical responsibilities will fulfill specific duties designated below:

Duties/Responsibilities:
1. Contribute clinical instructional materials (for students’ skills, simulation lab, and clinical agency use) to course coordinator for inclusion in syllabus.
2. Utilize developed instructional materials, present and demonstrate clinical procedures with pertinent concepts per course objective, in skills lab, simulation lab and/or agency setting.
   a. Prepare adequately for clinical laboratory experiences
   b. With agency input, select clients appropriate to clinical objectives
   c. Set expectations for student preparedness related to clinical assignments
   d. Arrange, secure, and return special instructional equipment and audio-visuals as needed for clinical, skill or simulation labs
3. Facilitate clinical nursing experiences by communicating with appropriate representative(s) of the health care agency.
   a. Assist students to reconcile agency perspective and actions with clinical objectives and School of Nursing Philosophy
   b. Demonstrate professionalism and assertiveness when assisting students to communicate with agency staff
   c. Evaluate agency adequacy related to clinical objectives
   d. Complete agency evaluations: Agency Evaluation by Clinical Faculty; Agency Evaluation by Student; and Evaluation of Nursing Program by Clinical Agency
   e. In course evaluation, report to the teaching team, the outcomes of agency evaluation giving positive and negative feedback related to continued use of the agency, (per Selection of Agency for Clinical Experience).
4. Instruct, assign, supervise, and evaluate designated students according to course teaching learning evaluation plan and clinical objectives incorporating constructivist, narrative pedagogy, and transformative-emancipatory, teaching learning principles as indicated.
   a. Individualize instruction per student area of need, as much as possible
   b. Regularly communicate with team regarding student progress or needs
   c. Assign and evaluate written and/or verbal exercises that contribute to learning related to clinical and course objectives
   d. Regularly evaluate and provide feedback in a timely manner to students regarding performance based on clinical objectives and teaching learning evaluation strategies plan.
   e. Participate in skills testing, written test construction, monitoring and grading and analysis/blueprinting per designated teaching assignment
5. Contribute to course summary evaluation
RN-BSN Director
(Responsible for adhering to WVBOERN Code & ACEN Policies & Standards)

Minimum Qualifications: Master’s degree in nursing, earned doctorate preferred. Two (2) years teaching experience. One (1) year of experience in the School of Nursing at Alderson Broaddus University. Assignment of Director is made by the Chairperson of the School of Nursing.

General Expectations:
The RN-BSN Director reports to the Chairperson of the School of Nursing. A Director is expected to fulfill University Faculty and School of Nursing expectations to stay current in one’s field, continue professional growth, collaborate in committee work and strive for excellence in teaching. Current membership in ANA or NLN is expected.

Duties/Responsibilities:
1. Demonstrate leadership and accountability in planning, coordinating, and evaluating the program.
2. Recruit students by making necessary visits to area hospitals and schools.
3. Interview prospective students.
4. Make arrangements and organize activities, schedules, and classroom arrangements to assist team members in meeting the demands of the teaching process.
5. Collaborate with other coordinators regarding shared resources.
6. Act as a channel beyond the individual instructor and team level to process student concerns or problems relative to the program. Channel unresolved concerns to appropriate person or school of.
7. Monitor the program and make necessary recommendations to the appropriate committee or person.
8. Work with the Registrar in transferring credits and escrow credit allocation for students.
9. Orient new students to the University and School of Nursing.
10. Facilitate credit for prior learning by assisting the student with portfolio preparation.
11. Submit to the Dean of respective college (and cc Chairperson of Nursing) requests for liberal studies and elective courses by midterm for the next semester.
12. Prepare curricular plan for program.
13. Serve as advisor for students.
14. Maintain communication between students, individual instructors and team members.
15. Prepare and revise program and recruitment materials.
16. Take needed actions to order textbooks and submit requests to the Chairperson for purchase of instructional materials.
17. Ensure all syllabi remain up-to-date. Assist faculty with revisions as needed.
18. Provide and collect evaluations from students and RN-BSN faculty to submit to the Curriculum Committee.
19. Serves as a member on the Special Programs Committee.
20. Make monthly reports to the School of Nursing Committee on the progress of the program.
21. Prepare and submit reports as requested by the Chairperson including the annual reports due in May of each year.

Revised 6/2020, JLP/KLW, Reviewed May 2021
LPN-BSN Director
(Responsible for adhering to WVBOERN Code & ACEN Policies & Standards)

Minimum Qualifications: Master’s degree in nursing, earned doctorate preferred. Two (2) years teaching experience. One (1) year of experience in the School of Nursing at Alderson Broaddus University. Assignment of Director is made by the Chairperson of the School of Nursing.

General Expectations:
The LPN-BSN Director reports to the Chairperson of the School of Nursing. A Director is expected to fulfill University Faculty and School of Nursing expectations to stay current in one’s field, continue professional growth, collaborate in committee work and strive for excellence in teaching. Current membership in ANA or NLN is expected.

Duties/Responsibilities:
1. Demonstrate leadership and accountability in planning, coordinating, and evaluating the program.
2. Recruit students by making necessary visits to area hospitals and technical schools.
3. Interview prospective students.
4. Make arrangements and organize activities, schedules, and classroom arrangements to assist team members in meeting the demands of the teaching process.
5. Collaborate with other coordinators regarding shared resources.
6. Act as a channel beyond the individual instructor and team level to process student concerns or problems relative to the program. Channel unresolved concerns to appropriate person.
7. Monitor the program and make necessary recommendations to the appropriate committee or person.
8. Work with the Registrar in transferring credits and escrow credit allocation for students.
9. Orient new students to the university and School of Nursing.
10. Submit to the Dean of Respective College (and cc Chairperson of Nursing) requests for liberal studies and elective courses by midterm for the next semester.
11. Prepare curricular plan for program.
12. Serve as advisor for students.
13. Maintain communication between students, individual instructors and team members.
14. Prepare and revise program and recruitment materials.
15. Prepare and submit reports as requested by the Chairperson.
16. Take needed actions to order textbooks and submit requests to the Chairperson for purchase of instructional materials.
17. Serves as a member on the Special Programs Committee.
18. Make monthly reports to the School of Nursing Committee on the progress of the program.
19. Prepare and submit reports as requested by the Chairperson including the annual reports due in May of each year.

Revised 6/2020, KLW. Reviewed May 2021
**International Nursing Partnership (INP) Director**
(Responsible for adhering to WVBOERN Code & ACEN Policies & Standards)

**Minimum Qualifications:** Master’s degree in nursing, earned doctorate preferred. Two (2) years teaching experience. One (1) year of experience in the School of Nursing at Alderson Broaddus University. Assignment of Director is made by the Chairperson of the School of Nursing.

**General Expectations:** The Director of the INP program reports to the Chairperson of the School of Nursing and is responsible for the continued development, implementation, promotion, and daily operation of the INP program including activity as liaison for Alderson Broaddus University (A B) and Arellano University (AU) with assistance and input of the Chairperson of the School of Nursing and Dean of College of Health, Science, Technology, and Mathematics. Specific responsibilities include working with the Chairperson of the School of Nursing to fulfill the following: providing all necessary documentation to the Chairperson of the School of Nursing, ensuring INP compliance with all program policies, gathers data and proposes program review and improvement information, participates in academic advising for INP students in nursing as well as non-nursing requirements, and provides leadership and management of the INP Program. Additional skills include: maintaining an established work schedule, with flexibility as required, to effectively use interpersonal and communication skills, including tact and diplomacy, and working with individuals from different cultures, to effectively use organizational and planning skills with attention to detail and follow through, to identify and preparing grant funded proposals in relation to international initiatives, to facilitate articulation agreements, to collaborate and network with representatives from all organizations, to make professional public presentations when necessary, to effectively supervise, lead, and delegate tasks, to maintaining confidentiality of work related information and materials, to facilitate application process of INP students with the AB School of Nursing Faculty, Admissions & Mission Committee initially as a consultation and decisively upon transfer to AB.

**Duties/Responsibilities:**
1. Maintain effective communication between AB and AU
2. Review course syllabi, transfer transcripts, policies and procedures, any changes in established standards or methods of implementing the program
3. Coordinate establishment of the relationships between and among the faculty of AB and AU
4. Determine services needed for transfer students coming from AU
5. Determine learning resources needed for transfer students coming from AU
6. Develop and monitor the orientation and socialization of transfer students coming from AU and make recommendations to the Chairperson of the School of Nursing.
7. Make budgetary requests as needed to implement the orientation and socialization of transfer students from AU
8. Directs the INP program including program planning, development, and oversight of budgets, within the AB School of Nursing budget
9. Communicates the development, integration of courses, changes and updates into the curriculum with the Officer in Charge of the INP at AU
10. Conducts and coordinates the evaluation of the curriculum implemented at AU in accordance with the academic standards and the curriculum of the AB School of Nursing
11. Serves as a member on the Special Programs Committee.
12. Collaborates with representatives from all organizations for special projects or programs as required (i.e., Congressional Leadership, United States Embassy)
13. Provides monthly reports to the AB School of Nursing Committee
14. Prepare and submit reports as requested by the Chairperson including the annual reports due in May of each year.
15. Serve as advisor for students in the INP program enrolled at AB School of Nursing

Revised 6/2020, JLP/KLW. Reviewed May 2021
Administrative Assistant

Summary: Assists the Chairperson of the School of Nursing with administrative and business details. Also coordinates, prioritizes, and performs secretarial services for nursing faculty and additional adjuncts.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

1. Coordinates with support staff of other schools, committees and with outside agencies/organizations to arrange schedules, appointments, and business of the Chairperson for the School of Nursing. Prioritizes and supervises the work of a projected part-time assistant, as well as work study students.
2. Maintains confidentiality. Uses discretion and tact in handling confidential communications. Routes incoming mail for all nursing faculty and adjuncts.
3. Composes and types routine correspondence. Preps outgoing mail and correspondence, including e-mail and faxes. Prepares briefing materials.
4. Makes copies of correspondence or other printed materials and distributes to appropriate nursing faculty.
5. Uses creativity to design bulletin boards, covers for reports, syllabi, and programs for special occasions or nursing events (Pinning Convocation, ABN Banquet, etc.)
6. Types, collates, and prepares syllabi for nursing courses each semester. Also, types exams for nursing courses.
7. Organizes and maintains file system, files correspondence and other records including exams and essential papers for nursing students.
8. Answers and screens telephone calls for the Chairperson.
9. With courteous professionalism, greets and problem-solves with students and visitors and conducts to appropriate area or person. Other than for minutes taking for meeting with students, the administrative assistant is not to directly assume responsibility for resolution of student issues or concerns.
10. Prepares agendas, types and files meeting minutes for monthly meetings, whether school of, level or ad-hoc.
11. Reserves and prepares meeting rooms and arranges for materials needed.
12. Receives nursing students and responds to their requests. Assists students with copying, faxes, etc.)
13. Creates and maintains administrative calendar, incorporating state-wide nursing meetings and school of committee meetings.
15. Notifies Chair of absences of faculty.
16. Types statistical reports, including reports for annual reports for the University, WV State Board of Examiners and ACEN; quarterly progress reports to State Board; and the 8-year accreditation review for the ACEN.
17. Tracks and routes clinical agency contracts yearly.
18. Maintains professional office environment.
19. Maintains efficient and effective office operation – demonstrates flexibility in attitude toward changes in work assignments and in policies and procedures.
20. Processes requests for paper, toner, office supplies, and other items needed for offices.
21. Processes work orders for special concerns regarding moving of furniture, broken items, need for housekeeping, AC units, telephones, computers, overhead projectors
22. Orders and maintains office supplies, and arranges for office equipment maintenance.
23. Compiles data to form summary of questionnaires and evaluations for faculty, classes, and agencies.
Simulation Laboratory Coordinator/Clinical Compliance Officer

Position Summaries:

A. Simulation Laboratory Coordinator. Coordinate and manage a variety of activities associated with the human simulator laboratory. Participate in the development, coordination, and implementation of education involving the use of high-fidelity human simulators. Manage simulation exercises under the supervision and with the assistance of faculty from the College of Health Sciences and the College of Physician Assistant Studies. Participate as a liaison for simulation laboratory use concerning the design, application, operation, maintenance, training, reliability and performance of the high fidelity simulators, computer and audio-visual instrumentation.

Specific responsibilities in this position include:

1) Perform analysis, design development, modification, specifications, standards, and equipment testing and evaluation of simulator, computer, and audio-visual equipment.
2) Procure, install, configure, operate, and maintain the high-fidelity simulator, computer, and audio-visual equipment.
3) Schedule and coordinate simulation activities with faculty colleagues.
4) Coordinate and assist in the preparation of simulation exercises.
5) Develop and implement a maintenance plan for the simulators to include troubleshooting, standard maintenance, and supply acquisition (e.g., fake blood and other body fluids, urine, blood products, patient charts, etc.)
6) Develop and recommend short- and long-range goals for the development of the simulation laboratory to include a literature based on simulation and other simulation exercises.
7) Collaborate with health care professionals and other personnel to develop and coordinate education, laboratory, and research projects involving the use of high-fidelity simulators in educating beginning health care professionals in their respective disciplines.
8) Review journals, abstracts, and scientific literature in existing and emerging simulation technologies, including underlying educational principles.
9) Supervise and train other professional and technical personnel as students in selected technical aspects of simulation.

B) Clinical Compliance Officer. Primarily responsible for coordinating student and faculty compliance requirements and maintaining compliance records for Alderson Broaddus University health science and physician assistant programs. Supports the mission of the University and represents the University to clinical agencies and the community through clinical health audits and effective communication with all clinical stakeholders. This position provides support to maintain the University’s compliance with affiliated agencies who host Alderson Broaddus University students in their organizations in accordance with federal, state, and accreditation requirements.

Specific responsibilities in this position include:

1. Working closely with various affiliated agencies to ensure compliance standards are met for students and faculty conducting learning experiences in these clinical settings.
2. Collects, manages, evaluates appropriate documentation related to clinical education, including but not limited to health and physical screening, immunizations, CPR certification and campus training programs, background and drug screening, fingerprinting, regulatory compliance with OSHA and HIPAA standards.

3. Demonstrates proficiency in systems used to track compliance data and generate exception reports; responsible for electronic and hard-copy storage and access to accurate student compliance information database.

4. Communicates with students and faculty on the current status of their clinical compliance using all available methodologies and technologies.

5. Complies with audit procedures to prevent non-compliant students or faculty admission to a clinical setting.

6. Completes other projects and duties as assigned.

Reports to:
The Chair, School of Nursing and Dean of the College of Physician Assistant Studies (dual reporting relationship due to the nature of the responsibility associated with this position.)

Qualifications:
Preference will be given to the candidate who holds a bachelor’s degree in a health profession field; two years of experience in healthcare, education, and/or experience in coordinating a simulation laboratory and/or clinical compliance responsibility. The ideal candidate will demonstrate above average computer skills, attention to detail and good communication skills.
Orientation and Essentials for Nursing Faculty

The School of Nursing welcomes new faculty to the dynamic, growing, ever interactive challenge of being a nursing educator at Alderson Broaddus University.

I. Sample Orientation Agenda Items: while the nursing faculty Handbook outlines the process, the agenda is flexible. Orientation led by the School of Nursing Chairperson will occur 1-2 times per month supplemented by meeting with resource-mentors. Just as faculty encourage input and feedback from students, so does the orientation for nursing faculty process unfold.

A. Standards
   1. ACEN Standards and WVBOERN-RN Title 19 – Legislative Rules
   2. Nursing Faculty Handbook – Resources-mentoring assignments
   3. The School of Nursing Philosophy and Mission – Christian perspective

B. The Systematic Evaluation Process with Purpose and Goals of the School of Nursing
   1. Level Competencies and Student Learning Outcomes (SLOs) descriptions
   2. Sample course progression link to support courses and liberal studies program
   3. Nursing course description
   4. Sample schedule for Traditional, LPN-BSN, Online RN TO BSN, and INP programs; advising (after 1st year)
   5. School of Nursing committee descriptions. Assignments to committees

C. University Faculty and Student Handbooks.
   1. The School of Nursing Policy and Procedure Manual for Nursing Students
   2. Teaching innovation – theories, methods
   3. Simulation lab orientation (per Sim Lab Coordinator)
   4. Examsoft, Test blueprinting and analysis
   5. ATI testing

The orientation time and agenda largely belong to the new faculty member(s) with liberal input from seasoned faculty, particularly the resource-mentors. The School of Nursing seeks to facilitate new faculty success!

Processes & Requirements Particularly Pertinent to Nursing Faculty

I. There are requirements for nursing faculty which exceed or differ from those presented for another faculty in the AB Faculty Handbook. These additions are necessary because of the professional practice component inherent in the role for faculty members who teach in the School of Nursing. Examples of aspects that differ from other AB faculty include CPR certification and RN Licensure.

   a. Nursing Faculty Health Status Reports: All faculty fulfill expectations of the AB Human Resources Department including background checks upon hiring and change in position. The School of Nursing requires that faculty validate annually criteria that clinical agencies require of students is also met by faculty. All faculty maintain a health status commensurate to being able to fulfill the responsibilities of the position. Each accepts responsibility for maintaining and updating annually, verification of health status reports, labs, etc. including health status appropriate to the expectations of clinical agencies where students practice (as identified in agency contracts). See the School of Nursing Faculty Handbook Position Descriptions “Nursing Faculty”.

   b. Credit for Teaching Loads follows the AB SON policy for Workload.
Standards and Expectations Regarding Professionalism

I. In both clinical and classroom, faculty are role models in Christian values, integrity, demeanor, professionalism and scholarship. Scholarship includes “activities that facilitate the enhancement of expertise and achievement of program goals. This may include but not be limited to application of knowledge, teaching, service, practice, and research.”

II. Validation of Professional Licensure

Chapter 30, Article 7, Section 2, West Virginia, Nursing Code and Legislative Rules states, “In order to safeguard life and health any person practicing or offering to practice registered professional nursing in this state of compensation shall hereafter be required to submit evidence that he or she is qualified to practice and shall be licensed as hereinafter provided.”

www.legis.state.wv.us/wvcode/ChapterEntire.cfm?chap=30&art=7

Upon renewal of license, faculty must inform the Chairperson and/or Administrative Assistant. The Chairperson will verify RN Licensure through the NURSYS website.

III. Confidentiality of Student Educational Records: Student records within the School of Nursing are maintained in a manner that protects student information and maintains confidentiality. Students’ privacy is also protected via FERPA. This information is made available every year during registration through the AB website and the AB Student Handbook.

The Family Educational Rights and Privacy Act (FERPA) (20 U. S. C. § 1232g; 34 CFR part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U. S. Department of Education.

www2.ed.gov/offices/OI.fpcolr/ferpa

Rationale: Personal and identifying information is contained within the educational records of students enrolled in the School of Nursing. In order to protect this information, records must be secured at all times.

Procedure:

a. Files of students enrolled in the School of Nursing will be kept in a locked file room within the School of Nursing chairperson’s office suite. Access to this room is limited to nursing faculty and staff.

b. Faculty advisors may keep student records within their offices during designated registration/advising time frames. As advising and registration functions are completed, files are to be returned to the Administrative Assistant and locked in the file room.

c. Faculty offices will be locked when files are unattended. All student files must be signed in and out.

d. Fostering Student Involvement: Faculty along with supporting Alpha Beta Nu’s solicitation for student representation on committees, accept the responsibility to foster nursing student involvement on the School of Nursing committees, university committees, ABN, Chapel, religious missions, and cultural events and trips, athletics, art and music events and other university activities inherent to a liberal arts educational experience. The School of Nursing encourages professional leadership development through student involvement and
representation on School of and Level/Team Committees as well as the Nursing Advisory Council.

e. Attendance at Professional Meetings:
   a. Faculty representatives attend State nursing meetings and selected National meetings as the School of Nursing budget and schedules will allow. Efforts are made to rotate this opportunity among all faculty members. Faculty are encouraged to attend meetings of other professional societies to which they belong. Arrangements should be discussed in advance with the School of Nursing Chairperson. Faculty attending workshops and professional meetings will present a report of such at the next School of Nursing meeting. For reimbursement, complete the faculty travel voucher following the conference/meeting, attach receipts, and submit through the School of Nursing Chairperson, if funding for the workshop, etc. is accepted from need actual name of fund (TPSL). Faculty receiving these funds also need to submit a report to the Provost for dissemination to the respective committee. All reimbursements need to be submitted within 30 days of attendance.

f. Reading Materials – all faculty are responsible to attend to the following:
   a. ACEN Policies & Standards and WVBOERN-RN Code including Title 19, Series 10; Standards for Professional Nursing Practice
   b. School of Nursing Faculty Handbook
   c. Course syllabi
   d. Most recent ACEN Self-Study
   e. Annual report for the WV Board of Registered Professional Nurses
   f. AB University Catalog
   g. AB University Faculty Handbook, Advisor references, and others as indicated
   h. AB University Student Handbook
   i. Professional reading/study
      a. Application of educational theory; constructivism (building on previous knowledge), narrative pedagogy (linking clinical and life stories), transformative – emancipatory (journaling, reflective critical thinking)
      b. Evidence-based educational strategies
      c. Maintaining professional expertise

g. Facilitation by senior faculty
   a. Senior nursing faculty (at least 2-3 years) with a minimum of Assistant Professor status may choose to facilitate newer faculty as a resource-mentor. New faculty (less than a year) will collaborate with a resource-mentor and will attend in-service orientation with the School of Nursing Chairperson.
   b. All faculty with experience in a course, will facilitate new faculty. The new faculty will fulfill the primary assigned responsibilities of the role but will also engage as a participant observer to learn from experienced faculty who are teaching courses, skills, simulation labs, etc.

General Information and Logistics

a. Fall and Spring semesters are 15 weeks in duration. Summer semesters are structured as a 6 or 12-week course respectively.

b. Class hours are based on 60-minute hours.

c. Syllabi for the following semester are due to the Administrative Assistant prior to the faculty member leaving for the winter/summer breaks.
d. All exams remain the property of the School of Nursing. Upon the transition to computerized
testing, exams will be maintained in a secure electronic database.

e. Student clinical evaluations and assignments are returned to students in a timely manner. A
minimum of 1 copy of each (after evaluating) are retained for School of Nursing use. For students
using online course management, electronic copies must be printed and retained.

f. If the faculty member plans to work outside of their AB responsibility, a letter must be sent to the
Chairperson, Dean and Provost at the beginning of the academic year requesting permission.

g. Classrooms: all classrooms for regularly scheduled classes are assigned by the Registrar.
Classrooms are opened by faculty and locked after class. Doors are to remain closed during class
time.

h. Offices and Keys: Each faculty member in the School of Nursing is assigned office space in
Myers Hall of Health Sciences Building. Each person is given a master key and other keys as
necessary. All keys are assigned through the Administrative Assistant and returned at the time of
separation from the University.

i. Instructor’s Office Hours: each instructor is to post a schedule indicating classes, labs, and office
hours. Instructors are expected to have a minimum of five (5) hours per week for office hours.

j. Skills Laboratory:
   a. The S2ER Committee facilitates the operation and maintenance of the skills lab,
   however, all users accept responsibility
   b. The skills lab is to be kept in order at all times. The Coordinator of each course is
   responsible for seeing that the equipment for the Skills Lab is returned to storage at the
   end of each session.
   c. Students will have access to the Skills Lab:
      i. When a work study student or an instructor is present (see posted time or ask
         Administrative Assistant)
      ii. During scheduled skills lab class time
      iii. By permission of the instructor
      iv. It is expected that faculty as well as any student will notify the course coordinator
      of:
          1. Defective equipment/supplies
          2. Missing equipment/supplies
          3. Needed equipment/supplies
      v. The student is responsible for any missing equipment specific to a given
         student’s use while in the skills lab
   vi. Materials Safety Data Sheets (MSDS)
      I. Materials Safety Data Sheets must be ordered when ordering any
      substance or solution in the lab, such as imitation blood, etc. A copy of
      Materials Safety Data Sheets is to be kept a red binder, both in the lab
      and in the office of the Administrative Assistant.

k. AB Bookstore and Textbooks: textbooks for classes are ordered through the AB Bookstore.
   Adopted texts may be ordered via the on-line AB Bookstore website. Textbooks selections are
   brought before the School of Nursing Committee for final approval. Copies of book adoptions
   should be emailed to the chair for filing in the nursing office

l. Desk copies of Textbooks: requests for complimentary copies of nursing texts from publishing
   companies should be made through the publishers’ representatives. Complimentary copies of
   books received from publishers are the property of the School of Nursing and must remain in the
   school of nursing in the event of separation from the University.

m. Computers & Equipment: Faculty accept responsibility to care for equipment, and computers
   assigned to their use while at AB. When a computer problem arises with an AB computer or
   computer equipment, contact the IT Center by e-mail (abit@ab.edu) or by calling #6331. AB
   offers a Bring Your Own Device procedure with annual reimbursement.
n. **Copying:** Located on first floor (room 112) is a copier with scanning and e-mail capability. Faculty can use the copier. Large copy jobs of more than 100 pages should be directed to the Copy Center. The Administrative Assistant is available to make copies for faculty and then place in their mailboxes.

o. **Physical Plant:** The Physical Plant provides custodial and maintenance services. Requests for these services are channeled through the Work Order system via the Administrative Assistant.

p. **Car Registration:**
   a. A faculty member must register his/her car through the security office and obtain a car tag. The parking spaces in front of Myers Hall of Health Sciences are for faculty parking.
   b. Faculty will use personal vehicles for transportation to/from agency clinical. To be reimbursed, faculty must fill out a “Travel Payment Voucher” form and record mileage. The Business Office will determine the mileage rate. This reimbursement must be submitted to the Chairperson of the School of Nursing within 30 days of date.

q. **Office Supplies:** Office supplies are located in the nursing resource room. Supplies for Skills Lab are purchased through a purchase order with an equipment/supplies company. Faculty should request needed skills lab items for upcoming semester and before leaving for summer break. All orders must be approved by the SON chairperson.
The Orientation/Mentoring Process

1. Orientation and Resource-Mentoring
   a. Orientation with a mentoring component fosters career development and job satisfaction, while enhancing retention and recruitment of educators by building a better work environment. Initially, the orientation/mentoring process pairs a senior faculty member with a new recruit to provide orientation to the varying roles within the nursing department and to provide mentoring assistance in developing skills required to be a competent classroom, skills, simulation and clinical instructor. Mid-career and late career faculty require ongoing support, assistance and encouragement to serve as mentors. The mentoring process offers experienced faculty the opportunity to serve as mentors to share their knowledge and skills with new faculty entering nursing education and to help develop leadership skills. The goal of the program is to increase job satisfaction and professional competency for all faculty members. It also supports continued professional growth of both mentor and mentee and strengthens collaborative relationships between staff.
   b. Responsibilities - Occurring the first year of employment or longer if desired or needed, the mentoring process includes orientation of the mentee to the responsibilities of a university community member as change agent and leader, advisor and counselor, committee member and colleague. Socialization to the university community includes guidance about the Promotion, Retention, and Tenure process, university activities, and collaboration with other departments. Specific activities of the orientation mentoring process are designed to assist each faculty member to achieve the NLN core competencies. The following are activities designed to reach those standards and create an expertise as nurse educator:
   c. Adjunct Part-time Employees – Adjunct faculty play a vital, though limited role of instruction, when there are insufficient full-time faculty to meet teaching-learning needs in a given population of students. The requirements of Master’s preparation in nursing with teaching experience preferred, guides the selection process. Adjuncts are most often hired as clinical instructors. Each adjunct hired will receive a copy of the School of Nursing Faculty Handbook and will be oriented to the philosophy and basic tenets of teaching in the A B nursing program. The Chairperson will be responsible to communicate essentials and maintain a receptive approach for questions, input and feedback. Invitation to attend school of nursing meetings will be extended. The coordinator or lead faculty person in the class or clinical agency of use will serve as the resource-mentor. Input and feedback into level meeting concerns, will be solicited in person when possible or via telephone and e-mail. The resource-mentor will keep the Chairperson informed of progress and problems, since student learning is paramount.

2. Aims of the Orientation and Resource-Mentoring process that facilitate growth towards the NLN Educator Core Competencies:
   ● Developing and implementing teaching-learning evaluation plans to facilitate learning (NLN core competency I)
   ● Fostering effective classroom and clinical management to facilitate learner development and socialization into the role of Professional Registered Nurse (NLN core competency II)
   ● Implementing learner development theory and creative teaching strategies (NLN core competencies I and II)
   ● Using assessment and evaluation strategies (NLN core competency III)
- Participating in curriculum development and evaluation of student learning and program outcomes (NLN core competency IV)
- Functioning as charge agent and leader (NLN core competency V)
- Balancing teaching, scholarship, and service to the college and greater community (NLN core competency VI)
- Promoting commitment to the role of faculty and seeking continuous improvement for self, department and profession (NLN core competency VI)

3. The Mentoring Role begins with an experienced faculty member. The role includes caring about the success of each mentee, teaching, advising, training and guiding the new faculty member. The resource-mentor role is uncompensated except for the satisfaction of professional service to and with a colleague. The term resource-mentor implies supportive facilitation within the scope of managing and fulfilling one’s own faculty responsibilities while lending a helping hand to a new faculty member (who also retains the accountability to manage his/her faculty responsibilities). The consultation with the Chairperson and the collaboration between resource-mentor and mentee is voluntary and may be dissolved when the task is complete or when deemed necessary.
- Responsibilities of the mentor/mentee includes meeting weekly or as indicated to assess the mentee’s progress and to plan learning activities if needed.
- Both the mentor/mentee will meet with the Chairperson of the Department as requested and needed. The goal of this orientation/mentoring process is to assist the faculty to function effectively as nurse educator within the academic community.

4. The School of Nursing Chairperson assumes the responsibility and accountability for implementing the orientation/mentoring process by facilitation of the pairing of the mentee with the senior faculty resource-mentors. The resource-mentor agrees to assist in the guidance and training of the new mentee to facilitating the development of strengths and helping the mentee grow. Resource-mentors note areas where assistance is provided to the mentee to better understand learning needs with problem-solving resolutions.

5. Concurrent with the resource-mentor and mentee collaboration, the Chairperson provides orientation sessions with new faculty mentees inviting feedback including what is working or needs improvement. The orientation sessions will be set up to acquaint the new faculty members with the requirements of the syllabus; classroom management; clinical assessment, management and evaluation of students; simulation; skills assessment; conducting office hours; advising; use of technology in the classroom; committee meetings; accreditation procedures; etc. When needed, resource-mentors will participate in selected orientation sessions to share their expertise in teaching. Throughout resource-mentors will ease the orientees/mentees adjustment as each new faculty member practices educator skills.

6. As the new faculty member grows, informal sessions of peer mentoring will also occur. Peer mentoring occurs when the new faculty members themselves pool their information and expertise and support each other.

Results of successful orientation and resource-mentoring include:
- Enhancing professional competency
- Facilitating the growth of future leaders in nursing and nursing education
- Creating a resource-mentoring culture in the profession of nursing
- Fostering job satisfaction
- Improving retention rates
❖ Improving working conditions
❖ Protecting the integrity of the program and curriculum
Resource-Mentoring Agreement

Use this form to facilitate the development and plan of the Mentor/Mentee relationship

1. The goals I hope to achieve from being a Mentee.

1. The goals I hope to achieve from being a resource-mentor.

2. Accountability in the mentoring relationship will be determined by:

3. Progress toward the overall goals will be measured by:

5. Details related to meetings/communication:

6. Other elements unique to this agreement:

We accept this collaboration as voluntary and facilitative, while each retains responsibility for fulfilling his/her own faculty responsibilities. We are committed to open and honest communication in our mentoring relationship. We will ensure that our discussions are held in confidence.

____________________   _____________ (Mentee signature/date)

____________________   _____________ (Resource-Mentor signature/date)

Please keep a copy and submit one to the Chairperson.
Nursing Department End of Semester Checklist
Spring and Fall Semester Requirements

1. Faculty Course Summary Evaluation (track changes, evaluate effectiveness and attach all required documents). Hard Copy to Chair and upload to NDWS

2. Student Learning Outcome Assessment (AB Course Assessment Template). Hard Copy to Chair and upload to AB Google Shared Drive.

3. Syllabi for upcoming semester (electronic copy to Administrative Assistant and Chair)

4. Agency Evaluation by Faculty (e-Value)

5. Evaluation of course by Agency (if applicable). Have sent to Administrative Assistant

6. Clinical Evaluation Tools (Signed by student and faculty). Hard copy to Chair

7. Faculty Program Evaluation Survey. (Spring only) Hard copy to Chair

8. Evaluation of Chairperson (Spring only.) Hard copy to Dean, CHSTM

9. Faculty Self Evaluation (Spring only). Hard copy to Chair

10. ACEN (Completed checklists and supporting documents for each Standard). Hard copies of all to Chair

11. Adjunct Evaluation (These are paper evals for any clinical course with adjuncts). Hard copy to Chair

12. Final grades/Individual grade sheets/Copy of gradebook in file room and final grade roster. Hard copy to Chair


14. ATI Improvement Plans with ATI Exam Reports. Hard copy to Chair.

15. Records of Continuing Education (Fall). Hard copy to Chair.

16. Updated CV annually in the (Fall). Hard copy to Chair.

17. One to one meeting with Chair.

Revised 5/2018, Reviewed May 2021, Revised May 2022
# Faculty Course Summary Evaluation

**Course Name/Number** __________________________  **Date** _______________________

**Semester** __________________________

**Credit hours** ______   **Classroom credits** ______   **Classroom hours** ______   
**Clinical credits** ______   **Clinical hours** ______

<table>
<thead>
<tr>
<th>Hours in SIMS</th>
<th>Hours in Skills</th>
<th>Hours in Clinical</th>
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<td>_______</td>
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</tbody>
</table>

**Coordinator** __________________________  
Participated in Course Evaluation  □ Yes  □ No

**Course Faculty** __________________________  
Participated in Course Evaluation  □ Yes  □ No

## I. RESOURCES:

**Textbook(s)**  
______________________________________________________________________________
______________________________________________________________________________

Have these textbooks been used in the past? □ Yes  □ No

Do you recommend use of these textbooks in the future? □ Yes  □ No

Do you recommend use of these materials in the future? □ Yes  □ No

Reason? ____________________________________________________________________________

*Please complete the Recommendations to Curriculum Committee if you would like to change textbooks*

**Web-based (i.e., WebCT) or computer assisted instruction materials used:** □ Yes  □ No

If yes, list what materials or supplements are used: ____________________________________
______________________________________________________________________________
______________________________________________________________________________

Have these materials been used in the past? □ Yes  □ No  □ N/A

Do you recommend use of these materials in the future? □ Yes  □ No

Reason? ____________________________________________________________________________

**Simulation Lab used?** □ Yes  □ No  □ N/A

What scenarios were used?  
______________________________________________________________________________

Have you used these scenarios in the past? □ Yes  □ No

Do you recommend using these again? □ Yes  □ No

Reason? ____________________________________________________________________________

---

REV 1.25.17, 06.29.17, 8-22-17, 05.07.18, 04.29.19, 6.19.19, 10.04.21, 04,2022

42
II. TIMEFRAME: Content, clinical, skills, Sims – *Attach timeframe sheet if changes recommended.*

1. Any changes actual vs. allocated time? □ Yes □ No

2. Comments/Suggestions for Change: __________________________________________________________

*Please complete the Recommendations to Curriculum Committee if you would like to change timeframe or content*

III. CLINICAL AGENCIES: *Please attach Clinical Roster*

List all clinical facilities used for student learning experiences this semester:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Unit</th>
<th>Describe problems and/or safety issues</th>
<th>Resolution</th>
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Comments/Suggestions for Changes in site or protocol:

________________________________________

*Please complete the Recommendations to Curriculum Committee if you would like to change clinical site or protocol*

Provide any areas of Needs Improvement or Unsatisfactory results from Clinical Evaluation Tools

*All clinical courses must have faculty and student signatures on clinical evaluation tools and have filed at the end of the semester in each student file.*

<table>
<thead>
<tr>
<th>Student</th>
<th>Issues/Actions for any Needs Improvement or Unsatisfactory in Clinical</th>
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</thead>
<tbody>
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IV. STUDENTS:

Number of students beginning of this course: _________________________________________
Number of students completing this course: _________________________________________
Explain discrepancies: _____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Identify at-risk students in this course. Name next (course) person(s) to whom you referred students.

<table>
<thead>
<tr>
<th>Name</th>
<th>At-risk Reason*</th>
<th>Next Course</th>
<th>Faculty/Staff Referral and Date of Notification</th>
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</thead>
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</table>

*Reasons may include: poor testing; absences from classroom or tardiness; writing deficiencies, etc.

Describe remediation strategies and/or changes: ___________________________________________

____________________________________________________________________________________
V. Summary of Recommendations and Follow-Up For All Recommendations and Revisions

Course: ________________   Semester: _______________   Coordinator: ________________________

Discussed in Curriculum Committee Date: _____________

Curriculum Committee Actions: _________________________________________________________

**Briefly summarize** the areas targeted for change with proposed follow-up so the SEP can track progress.

*Please provide follow-up from the previous semester for SEP tracking purposes.*

<table>
<thead>
<tr>
<th>Change</th>
<th>Follow-Up Plan</th>
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</thead>
<tbody>
<tr>
<td>Resources (Textbooks)</td>
<td></td>
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<tr>
<td>Summative Evaluation</td>
<td></td>
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<tr>
<td>Formative Evaluation</td>
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<tr>
<td>Timeframe Content</td>
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<tr>
<td>Clinical Agencies</td>
<td></td>
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<tr>
<td>ATI Results/Improvement Needs</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>
VI. Provide at least one example of how the following concepts are integrated into this course.

Technology:

Innovative Teaching Strategy:

Educational Theory (Provide name of Theory and Example):

Current Standards of Practice (ANA/WVBOERN) (Provide specific standard and example):

QSEN (Provide specific competency and example):

Regional/National/Global Perspectives:

Interprofessional Collaboration:

Research:

Culture/Diversity:

Ethical Principles:

VII. Provide at least one example of student work (paper, care plan, assessment etc.) and document on example which SLO/PSLO’s are facilitated by the assignment.

Please attach sample work to this document when submitting.

Approved: Feb. 7, 2011/Revised April 2012; February 2018
Faculty Course Summary Evaluation: Nursing Electives

☐ NRSG 496  ☐ NRSG 497  Semester____________  Date _______________________
Credit hours__________  Classroom credits ________
Clinical credits ________  ☐ Preceptorship  ☐ Mentorship

Course Faculty

RESOURCES
Textbook(s) ________________________________________________
____________________________________________________________________________

Have these textbooks/resources been used in the past?  ☐ Yes  ☐ No
Do you recommend use of these textbooks in the future?  ☐ Yes  ☐ No
Reason? _________________________________________________________

Online/Technology Integration: Please provide details of any other type of technology or resource utilized in course beyond AB’s LMS: Moodle for this online course. _______________________________________________________
_________________________________________________________________________________

Do you recommend use of these textbooks in the future?  ☐ Yes  ☐ No
Reason? _________________________________________________________

STUDENTS

Prelicensure (Traditional/LPN-BSN) Student Enrollment: _____
RN-BSN Student Enrollment: _____
Non-Degree Seeking Student Enrollment: _____

OUTCOMES
Number of students beginning of this course: ________________________________
Number of students completing this course: ________________________________
Explain discrepancies: ____________________________________________________
________________________________________________________________________
Summary of Recommendations to Curriculum Committee

Course: ________________________ Semester: ________________ Date: _____________________

Date Reviewed by Curriculum Committee if Applicable: ________________________________

Curriculum Committee Decision if Applicable: _______________________________________

☐ N/A

Briefly summarize the areas targeted for change with proposed follow-up if applicable to the course, format of course, textbook, resources, etc.
Course Assessment Report

Semester: ____________________ Class: _______________________________ Instructor: __________________________

Guidelines for Completion
The Course Assessment Report should be completed at the end of every semester for every course taught at AB. This form is also designed to be used for co-curricular activities.

Institutional Student Learning Outcome (ISLO)
Based on the Curriculum Maps which have been prepared by all programs, indicate whether a given course or activity helps to fulfill an ISLO.

Program Student Learning Outcome(s)
Based on the Curriculum Maps which have been prepared by all programs, indicate whether a given course or activity helps to fulfill a Program Learning Outcome(s) and identify the outcome(s). The curriculum maps can be found at http://ab.edu/assessment/.

Liberal Studies Program
If the course being assessed fulfills a Liberal Studies Goal, please check the appropriate box of the course assessment form.

Course Outcomes Assessed
Provide a list of the Course Learning Outcomes. These outcomes should be the same as those included in the course syllabus. (ALL sections of the same course should have the same learning outcomes.)

Procedures for completing the Table:
- Course Outcomes: List each outcome individually
- Assessment Method: Explain how achievement of the outcome is measured. (Exam, essay, project, etc.)
- Criteria for Success: Define the minimum standard for successful achievement of the outcome.
- Summary of data: Report the results.
- Use of data: Select from the following list of options to explain what will be done differently the next time the course is taught based on the assessment data:
  - Adjust/Revise Course Content
  - Modify Pedagogy
  - Modify Learning Outcomes
  - Modify Assessment Methods
  - Other
  - No Change

When complete the form should be electronically submitted to the College Dean and/or Program Chair and to Google Share Drive.

Course Number & Name: ______________ Semester Taught: ______________
Instructor(s): ___________  Number of Students Enrolled: ___________

Institutional Student Learning Outcome (ISLO)
1. Graduates will be able to acquire, analyze, apply, and evaluate information in order to solve problems. ___________
2. Graduates will be able to express ideas through written, verbal and visual forms appropriate to their intended audience. ___________
3. Graduates will be able to make decisions that are reasoned, informed, and respectful of others’ views. ___________
4. Interact with ideas and people from different perspectives, backgrounds, and cultures. ___________
5. Graduates will have engaged in service with varied communities. ___________

Program Student Learning Outcome(s)
1. Create patient-centered, safe, quality evidence-based nursing care with diverse patients across the lifespan.
2. Design a caring environment for the patient, family and community to promote wellness, prevent disease and facilitate healing.
3. Generate critical thinking necessary to provide quality patient care.
4. Professionally communicate/collaborate with members of the interprofessional team, the patient, family and community to provide and improve patient care.
5. Exemplify leadership in a variety of health care settings for diverse patient populations.
6. Synthesize information technology to communicate, manage knowledge, and mitigate error and support decision making.
7. Assimilate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.

Liberal Studies Program
Check the box next to the Liberal Studies Goal(s) fulfilled by this course: N/A

Course Outcomes Assessed

<table>
<thead>
<tr>
<th>End of Program Outcome</th>
<th>Course Outcomes</th>
<th>Assessment Method</th>
<th>Criteria for Success</th>
<th>Summary of Data</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Generate critical thinking necessary to provide quality patient care.</td>
<td>INSERT YOUR COURSE SPECIFIC OUTCOME HERE FOR PSLO #1 FROM YOUR TLEP</td>
<td>ADD FORMATIVE ASSESSMENT FROM YOUR TLEP</td>
<td>SPECIFY IF RUBRIC WAS USED? REQUIRED GRADE? ETC.</td>
<td>X/Y STUDENTS WERE SUCCESSFUL IN ..... ETC.</td>
<td>CONTINUED USE? REVISE ASSESSMENT METHOD? ETC.</td>
</tr>
<tr>
<td>4. Professionally communicate/collaborate with members of the interprofessional team, the patient, family and community to provide</td>
<td>INSERT YOUR COURSE SPECIFIC OUTCOME HERE FOR PSLO #2 FROM YOUR TLEP</td>
<td>ADD FORMATIVE ASSESSMENT FROM YOUR TLEP</td>
<td>SPECIFY IF RUBRIC WAS USED? REQUIRED GRADE? ETC.</td>
<td>X/Y STUDENTS WERE SUCCESSFUL IN ..... ETC.</td>
<td>CONTINUED USE? REVISE ASSESSMENT METHOD? ETC.</td>
</tr>
</tbody>
</table>
and improve patient care.

| NOTE: **BOLD** print under ISLO section represents examples of Nursing Faculty’s strategies and techniques used to facilitate student success in these areas. (SLO/PSLO Assessed in 2020-2021: 1 and 2; 2021-2022: 3 and 4; 2022-2023: 5, 6, and 7.) klw 3.2022 |
Faculty Evaluation of School

Date: ______________

Please mark the appropriate box to indicate your degree of satisfaction with each area. If you indicate “Dissatisfied” or “Highly Dissatisfied”, please include an example under COMMENTS.

<table>
<thead>
<tr>
<th>Area</th>
<th>Highly Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Highly Satisfied</th>
<th>N/A</th>
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<tbody>
<tr>
<td>1. Nursing classroom facilities</td>
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<td>2. Classroom facilities (non-nursing)</td>
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<td>3. Nursing skills labs</td>
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<td>4. Nursing lab equipment</td>
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<td>5. Nursing advising</td>
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<td>6. Faculty availability in nursing</td>
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<td>7. School of Nursing Chair availability</td>
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<td>8. Faculty availability in non-nursing roles</td>
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<td>9. Staff availability</td>
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<td>10. Support courses (i.e., Nutrition, A&amp;P, etc.)</td>
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<td>11. Bookstore</td>
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<td>12. Financial Aid</td>
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<td>13. Business Office</td>
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<td>14. Student Affairs</td>
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<td>15. Computer Labs</td>
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<td>16. Academic Center for Education Success (ACES)</td>
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<td>17. Information Technology (IT)</td>
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<td>18. Writing Lab</td>
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<td>19. Library Resources</td>
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<td>20. Budget</td>
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<td>Area</td>
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<td>Very Satisfied</td>
<td>Highly Satisfied</td>
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<td>21. Student orientation to technology</td>
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<td>22. Guidance/Counseling on campus</td>
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<td>23. Alpha Beta Nu (student nurses association)</td>
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<td>24. Use of MOODLE</td>
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<td>25. ATI testing</td>
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<tr>
<td>26. Simulation lab</td>
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<td>27. NCLEX live review</td>
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<td>28. Nursing program information/policies are current, clear, accurate and consistent</td>
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<td>29. Changes in nursing policies are communicated to students in a timely manner</td>
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<td>30. Use and number of part-time and full-time nursing faculty</td>
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<tr>
<td>31. Use, number and credentials of non-nurse faculty and staff</td>
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Comments: How do the above areas affect the student learning outcomes?

_____________________________________________________________________________
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Jan. 2011/LP; Approved Feb. 14, 2011; Revised Apr. 9, 2012, Reviewed May 2021
Faculty Evaluation Process

Purpose:
In order to ensure quantity and quality of work and excellence in AB evaluation tenets as well as core competencies of nurse educators, the School of Nursing evaluation process encourages continuous communication between the teaching faculty and the Chairperson, School of Nursing. The process of evaluating performance occurs through self-evaluation and via frequent, informal open communication and formal documentation of the faculty’s performance on an annual basis or more frequently (at the discretion of the School of Nursing Chairperson).

Formal Evaluation Process:
The formal evaluation process is documented on both the “Nursing Faculty Professional Developmental Plan and Self-Evaluation” form (as well as the “Annual Faculty Evaluation by Chairperson” form). Each member of the faculty is evaluated on their demonstrated abilities related to four AB tenets (per AB Faculty Staff Handbook):

- Excellence in quality of teaching
- Evidence of professional achievement and growth.
- Evidence of universal ability in performing service to the University
- Support of the religious and ethical values of the University

Each faculty member is also evaluated on the NLN Core Competencies for Nurse Educators (attached):

1. Facilitate learning
2. Facilitate learner development and socialization
3. Use of assessment and evaluation strategies
4. Participate in curriculum design and evaluation of program outcomes
5. Function as a change agent and leader
6. Pursue quality improvement in the nurse educator role
7. Engage in scholarship
8. Function within the educational environment

1. Each faculty member is to submit the “Nursing Faculty Professional Development Plan and Self-Evaluation” form, completing each section prior to meeting with the Chairperson for annual evaluation. This self-evaluation intends to prompt self-discovery and also facilitate knowledgeable collaborative evaluation by the Chairperson

2. The Chairperson, School of Nursing, evaluates the faculty member and also reviews the faculty’s submitted “Professional Development Plan and Self-Evaluation” recommending areas of needed improvement or growth. Student evaluations, timeliness and quality of “deliverables” (e.g., including but not limited to course summary evaluations, SPE work, teaching learning evaluation strategies) and output related to the systematic evaluation process will be considered throughout. The form is signed and
dated by the Faculty member and Chairperson, School of Nursing. If there are areas of significant disagreement in the formal evaluation process between the faculty member and the Chairperson, School of Nursing, the faculty member may request discussion of their performance evaluation at the next level of supervision with the Dean of College of Health, Science, Technology, and Mathematics.

3. The “Faculty Evaluation of Chairperson” form follows the process per the Dean of College of Health, Science, Technology, and Mathematics.
Core Competencies of Nurse Educators

**Competency 1 – Facilitate Learning**
Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

**Competency 2 – Facilitate Learner Development and Socialization**
Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.

**Competency 3 – Use Assessment and Evaluation Strategies**
Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings, as well as in all domains of learning.

**Competency 4 – Participate in Curriculum Design and Evaluation of Program Outcomes**
Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.

**Competency 5 – Function as a Change Agent and Leader**
Nurse educators’ function as change agents and leaders to create a preferred future for nursing education and nursing practice.

**Competency 6 – Pursue Continuous Quality Improvement in the Nurse Educator Role**
Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.

**Competency 7 – Engage in Scholarship**
Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.

**Competency 8 – Function within the Educational Environment**
Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social and economic forces impact their role.
Nursing Faculty Professional Development Plan and Self-Evaluation

Name: ________________________________ Date: ________________

Core Competencies of Nurse Educators – I. Facilitate Learning; II. Facilitate Learner Development and Socialization; III. Use Assessment and Evaluation Strategies; IV. Participate in Curriculum Design and Evaluation of Program Outcomes; V. Function as a Change Agent and Leader; VI. Pursue Quality Improvement in the Nurse Educator Role; VII. Engage in Scholarship; VIII. Function within the Educational Environment

Please self-evaluate by circling the applicable number:
1 = Never  2 = Rarely  3 = Sometimes  4 = Usually  5 = Always

Part I: Self-Evaluation

A. Demonstrates excellence in Quality of Teaching
   Nurse Educator Competencies I, III

   1. Give examples of academic service, advising, remediation, etc.

   2. Give examples of teaching effectiveness. Describe your most successful teaching experience and why. What are your strengths as a teacher?

   3. Describe your least successful teaching experience and why. What will you do to grow?

B. Provides evidence of Professional Achievement and Growth
   Nurse Educator Competencies IV, VII

   1. Professional development: Scholarship, research, graduate courses, professional organizations, publications, contact hours, research, etc.

   2. Shows leadership and active involvement in curricular development, systematic evaluation process, assessment, and timely completion of projects in the department.

AB Faculty-Staff Handbook

REV 1.25.17, 06.29.17, 8-22-17, 05.07.18, 04.29.19, 6.19.19, 10.04.21, 04.2022
57
C. Evidence of Unusual Ability in Performing Service to the College: Nurse Educator Competencies VI

1. Involved in service to community, state, church, other.

2. Actively serves on campus committees. (Examples :)

D. Support of the Religious and Ethical Values of the College Nurse Educator Competencies II, VIII

1. In what ways do you support the religious and ethical values of the college? (e.g., demonstrates availability, support, and helpfulness to students - crisis counseling, going the extra mile.)

E. Support of Co- and Extra-curricular Activities and Events of the College Nurse Educator Competencies II

1. How do you serve the college community in support of student and campus activities (cultural, athletic)?

F. Support of the Colleges’ various programs for public relations and outreach Nurse Educator Competency V
1. How are you involved in service to the college through outreach?

G. With Regard to the Institution: Effect on Flexibility of Personnel  Nurse Educator Competency VIII

1. How are you flexible related to areas of skills and expertise needed by the college?

Faculty Signature: ________________________________

Date: ________________________________

Chair of Nursing Signature: ________________________________

Date: ________________________________
Nursing Faculty Professional Development Plan and Self-Evaluation

Name: ________________________________ Date: __________

Part II: Professional Development Plan: Supports excellence in teaching, professional achievement, service, and values. Nurse Educator Competencies I through VIII

A. State your vision for professional growth for:

1. Next year

________________________________________________________________

________________________________________________________________

2. In two years

________________________________________________________________

________________________________________________________________

3. In five years

________________________________________________________________

________________________________________________________________

B. Choose at least one area of concern from your self-evaluation in Part I. Set a goal for change and what improvement actions you will take.

1. Concern:

________________________________________________________________

________________________________________________________________

2. Goal:

________________________________________________________________

________________________________________________________________

3. Action Plan:

________________________________________________________________

________________________________________________________________

Faculty Signature: ___________________________ Date: ________________

Chair of Nursing Signature: ___________________________ Date: ________________

Thank You! Please return to School of Nursing Chairperson
Faculty Evaluation of Chairperson

Name of Chairperson: ______________________________  Date: ______________

1 = Never  
2 = Rarely  
3 = Sometimes  
4 = Usually  
5 = Always

Leadership

1. Has the time and resources to carry out the job responsibilities.
   1 2 3 4 5
   Comments:

2. Breakdown of administrative and teaching responsibilities is appropriate per WV Code.
   1 2 3 4 5
   Comments:

3. Provides leadership in curriculum development and improvement.
   1 2 3 4 5
   Comments:

4. Manages the systematic evaluation plan; processing and tracking effectively.
   1 2 3 4 5
   Comments:

5. With faculty input, establishes obtainable goals for the school of, doing a fair share towards meeting those goals.
   1 2 3 4 5
   Comments:

Facilitation
6. Facilitates the adjustment of new faculty to the school of.
   1 2 3 4 5
   Comments:

7. Encourages and supports nursing faculty exchange of ideas, endeavors, and innovations.
   1 2 3 4 5
   Comments:

8. Creates an atmosphere of good school of morale.
   1 2 3 4 5
   Comments:

9. Advocates for faculty to obtain the resources to pursue doctoral education, attend workshops, and otherwise maintain expertise.
   1 2 3 4 5
   Comments:

**Communication**

10. Written and oral communications are timely and effective.
    1 2 3 4 5
    Comments:

11. Represents nursing faculty and their position, professionally and accurately.
    1 2 3 4 5
    Comments:

12. Willingly receives input related to budget and other needed resources and gives feedback regarding administrative decisions.
    1 2 3 4 5

REV 1.25.17, 06.29.17, 8-22-17, 05.07.18, 04.29.19, 6.19.19, 10.04.21, 04.2022
Comments:

13. Listen’s non-judgmentally and confidentially, intervening as needed related to communication problems or when a faculty member needs additional support.
   1  2  3  4  5
   Comments:

**Fairness**

   1  2  3  4  5
   Comments:

15. Is accessible, fair and professional in dealing with students.
   1  2  3  4  5
   Comments:

16. Determines faculty teaching loads fairly and consistently.
   1  2  3  4  5
   Comments:

17. Fairly evaluates faculty members.
   1  2  3  4  5
   Comments:

Comments, Concerns, Suggestions, and Perceptions (use back of page if more room is needed)

1. Please state goals you would like to see the school of achieve.
   ____________________________________________________________
   ____________________________________________________________

2. State strengths of the nursing school of.
   ____________________________________________________________
3. Is more time needed for open discussion in school of meetings? ____ How much time? ____

4. State anything you would like the Chairperson to do differently?

_____________________________________________________________________________
_____________________________________________________________________________

Criteria from the A B Faculty Handbook with Nurse Educator Competencies *

1. Excellence in Quality of Teaching (Nurse Educator Competency I, III)

__________________________________________________________________________

2. Evidence of Professional Achievement and Growth….Creative Achievement (Nurse Educator Competency IV, VII)

__________________________________________________________________________

3. Evidence of Unusual Ability in Performing Service to the University (Nurse Educator Competency V, VI)

__________________________________________________________________________

4. Support of the Religious and Ethical Values of the University (Nurse Educator Competency II, VIII)

__________________________________________________________________________

PLEASE COMPLETE ANNUALLY AND RETURN TO:
Dean of College of Health, Science, Technology, and Mathematics by May 15. THANK YOU!
Alderson Broaddus University
School of Nursing –
Evaluation by Clinical Agency

Thank you for enabling Alderson Broaddus nursing students to gain clinical experience in your agency. Please complete the following evaluation and return it to the Chair of the School of Nursing.

Agency: ________________________________ Unit: __________________
Level of Student ____________________ Semester/Date: _________________
Clinical Instructor(s) ____________________________________________

Circle the number that best describes your opinion for each item.

<table>
<thead>
<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Almost Never</td>
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<td>Always</td>
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Less than Average Above Average More than Usual Almost

Please explain your response with specific suggestions so that your input can be utilized to make positive changes. You may include additional pages or write on the back of the form if needed.

1. A B nursing instructors explained the target/goal for student learning for this clinical experience.

   Comment/Example:

2. At this clinical, students were able to design a caring environment for patients, families, and communities to promote wellness, prevent disease, and facilitate healing.

   Comment/Example:

3. Interpersonal [or other (explain below)] problems encountered with AB instructor(s) were appropriately communicated and resolved.

   Comment/Example:

4. Interpersonal [or other (explain below)] problems encountered with AB students were appropriately communicated and resolved.
5. A safe level of nursing care of assigned patients was maintained by the AB students through effective instructor supervision.

Comment/Example:

6. Students and faculty were professional in interactions and behaviors (following agency policy and procedures, etc.).

Comment/Example:

Thank you for your feedback and for enabling AB Nursing students to learn clinically!

Signature (optional): ______________________
Position (optional): ________________________
Date: _________________

Revised & Approved: Feb. 7, 2011
Revised: March 2012
Revised: December 2013 (new SLOs added/Im)
Exam Soft Test Review Form

Course/Semester: ____________/__________  Number of Students: ______

Instructor: ____________________________________________________________________

Exam: 1  2  3  4  5  Final

Grade Distribution: A:_______  B:_______  C:_______  D:_______  F:_______

Mean: _________  Range: _________  Kr-20: _________

Category Distribution

<table>
<thead>
<tr>
<th>Blooms Taxonomy:</th>
<th>Objective</th>
<th>Test Applications</th>
<th>Score</th>
<th>Action Item</th>
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<tbody>
<tr>
<td>Remember</td>
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<td>Understand</td>
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<td>Apply</td>
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<th>Action Item</th>
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<tr>
<td></td>
<td>Health Promotion/Maintenance</td>
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<td>Physiological Integrity</td>
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<td>Basic Care and Comfort</td>
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<td>Pharmacological &amp; Parenteral</td>
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<td>Reduction of Risk Potential</td>
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<td></td>
<td>Physiological Adaptation</td>
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<td>Psychosocial Integrity</td>
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<td>Safe &amp; Effective Care</td>
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<td>Management of Care</td>
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<td>Safety and Infection Control</td>
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<tr>
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<th>Test Applications</th>
<th>Score</th>
<th>Action Item</th>
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<td>Assessment</td>
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<td>Diagnosis</td>
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<tr>
<td>Outcomes/Planning</td>
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Program Objectives:

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<th>Objectives</th>
<th>Test Applications</th>
<th>Score</th>
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<tbody>
<tr>
<td>Assimilate professional, ethical and legal guidelines in practice as a</td>
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<td>baccalaureate-prepared professional nurse</td>
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<td>Create patient-centered, safe, quality evidence-based nursing care with</td>
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<td>diverse patients across the life span</td>
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<td>Design a caring environment for the patient, family and community to</td>
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<td>promote wellness, prevent disease, and facilitate healing</td>
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<tr>
<td>Exemplify leadership in a variety of healthcare settings for diverse</td>
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<tr>
<td>patient populations.</td>
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<td>Generate critical thinking necessary to provide quality patient care</td>
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<td>Professionally communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care</td>
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<td>Synthesize information technology to communicate, manage knowledge,</td>
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<td>mitigate error and support decision making</td>
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QSEN:

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<tr>
<th>Objective</th>
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<td>Evidence Based Practice</td>
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<td>Informatics</td>
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<td>Patient Centered Care</td>
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<td>Quality Improvement</td>
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<td>Teamwork &amp; Collaboration</td>
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Curriculum Committee Review 9/17/18; 9/30/19
ATI Content Mastery Exam
Improvement Plan

Course Number: __________  Semester: ______________  Faculty: ______________________
Number of Students Exam 1: ______  Number of Students Retake Exam 2: ______

Dates of Exams: ________________________________

Exam 1 Details

Group Score Exam: __________  Number of Students scoring a Level I or Below: ______
Group National Mean: __________  Group Program Mean: __________

Group Performance Areas (Please check if below national group mean and list low scoring areas which are listed under the sub scale portion of the report and your improvement plan. (If you review the section of report Topics to Review this will guide your improvement plan).

___ Management of Care
   Low Scoring Areas:
   Improvement Plan:

___ Safety and Infection Control
   Low Scoring Areas:
   Improvement Plan:

___ Health Promotion and Maintenance
   Low Scoring Areas:
   Improvement Plan:

___ Psychosocial Integrity
   Low Scoring Areas:
   Improvement Plan:
__Basic Care and Comfort
   Low Scoring Areas:
   Improvement Plan:

__Pharmacological and Parenteral Therapies
   Low Scoring Areas:
   Improvement Plan:

__Reduction of Risk Potential
   Low Scoring Areas:
   Improvement Plan:

__Physiological Adaptation
   Low Scoring Areas:
   Improvement Plan:

List any areas of concerns identified in Report and provide plans for improvement for each. (These scores/areas are listed in the report separately)

Nursing Process:

QSEN:

BSN Essentials:

Retake Exam Details

Group Score Exam: ____________ Number of Students scoring a Level I or Below: ________

Group National Mean: ____________ Group Program Mean: ____________

Please provide a summary of the retake exam report.

Student Improvements:

Continued Student Weaknesses:
Additional Comments

Please list any additional comments/suggestions/recommendations here.

Submit this improvement plan with a copy Content Mastery Exam Reports with your end of semester paperwork. Faculty will give summary report at the end of fall semester during the SON Meeting and at the end of each year, SON faculty will hold an Improvement Planning Session to discuss overall results, needed improvements, and make revisions as needed.

klw 11.2020
Leveled Verbs to use to Reflect the New Blooms

Level I
REMEMBERING: Recalling or remembering information; retrieving, recalling or recognizing knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, or recite or retrieve material. *
Verbs: define, duplicate, list, memorize, recall, recognize, remember, repeat, reproduce, retrieve, state

Level I
UNDERSTANDING: Explaining ideas or concepts; constructing meaning from different types of functions be they written or graphic message.
Verbs: classify, compare, describe, discuss, exemplify, explain, identify, infer, interpret, locate, paraphrase, recognize, report, select, summarize, translate, understand

Levels I& II
APPLYING: Using information in a new way; carrying out or using a procedure through executing or implementing. Applying related and refers to situations where learned material is used through products like models, presentations, interviews or simulations.
Verbs: apply, choose, demonstrate, dramatize, employ, execute, illustrate, implement, interpret, operate, practice, schedule, sketch, solve, use, write

Levels II& III
ANALYZING: Distinguishing between different parts; breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.
Verbs: analyze, appraise, argue, attribute, defend, differentiate, discriminate, distinguish, examine, experiment, organize, question, test

Levels II&III
EVALUATING: Justifying a stand or decision; making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy evaluation comes before creating as it is often a necessary part of the precursory behavior before creating something.
Verbs: appraise, argue, check, critique, defend, evaluate, judge, justify, elect, support, value

Level III
CREATING: Creating a new product or point of view; putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form of product. This process is the most difficult mental function in the new taxonomy.
Verbs: assemble, construct, create, design, develop, formulate, generate, plan, produce, reorganize, synthesize, write.

*Definitions adapted from Anderson and Krathwohl’s Taxonomy 2000
Template for NRSG Course Syllabi

- **Cover Page**: Include updated semester/year, Professor Information (Contact Info/Office Hours), Class Information (Location/Time/Day)
- **Table of Contents**
- **Course Description Page**: Course Number, Course Title, Pre-Requisites, Co-Requisites, and Course Description
- **Leveled Student Learning Outcomes and Course Objectives**
- **Institutional Student Learning Outcomes**: (That are met in course)
- **Required Textbooks/Resources**
- **Recommended Textbooks/Resources** (If Applicable)
- **Technology Requirements**: Including updated ExamSoft information
- **Attendance**
- **Grading Scale**
- **Class Expectations**: Including course decorum, use of electronic devices
- **Policy Statements Page**: Including: NRSG - P & P Manual, AB Academic Honesty Policy, Special Accommodations, Commitment to Non-Discrimination, Social Media Policy
- **Topical Outline**
- **Timeframe**
- **Grading Criteria Sheet**: Include any pertinent information such as Mastery Levels for grading. Must include if late work will be accepted and conditions etc.
- **Calendar**: Include dates of class by topic, clinical/skills/sims (can be updated after the start of semester and posted on Moodle).
- **Class Content Outlines**
  - Topic
  - Objectives
  - Content Outline
  - Required Reading and Learning Activities
- **Clinical Components** (If Applicable)
  - Clinical expectations
  - Clinical Objectives
  - Clinical evaluation
- **Teaching-Learning Plan and Evaluation Strategies** (separate pages). These should have Program followed by Leveled SLO’s at the top. Please update each semester related to learning activities and assignments.

- **ATI Remediation Information** (If Applicable)

  *Please place all clinical information such as care plans, templates, handouts etc. in separate “Clinical Packet” and upload separately to Moodle.*

Updated 06/2019 KLW, Reviewed May 2021
<table>
<thead>
<tr>
<th>PSLO 1</th>
<th>Create patient-centered, safe, quality evidence-based nursing care with diverse patients across the lifespan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Contribute to patient-centered, quality, safe, evidence-based nursing care to diverse patients across the lifespan</td>
</tr>
<tr>
<td>Level 2</td>
<td>Provide patient-centered, quality, safe, evidence-based nursing care to diverse patients across the lifespan</td>
</tr>
<tr>
<td>Level 3</td>
<td>Create patient-centered, quality, safe, evidence-based nursing care to diverse patients across the lifespan</td>
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</tbody>
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<thead>
<tr>
<th>PSLO 2</th>
<th>Design a caring environment for the patient, family and community to promote wellness, prevent disease, and facilitate healing.</th>
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</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Contribute to a caring environment for patients, families, and communities to promote wellness, prevent disease, and facilitate healing</td>
</tr>
<tr>
<td>Level 2</td>
<td>Provide a caring environment for patients, families, and communities to promote wellness, prevent disease, and facilitate healing</td>
</tr>
<tr>
<td>Level 3</td>
<td>Design a caring environment for patients, families, and communities to promote wellness, prevent disease, and facilitate healing</td>
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<tr>
<th>PSLO 3</th>
<th>Generate critical thinking necessary to provide quality patient care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Engage in critical thinking necessary to provide quality patient care</td>
</tr>
<tr>
<td>Level 2</td>
<td>Make judgments using critical thinking necessary to provide quality patient care</td>
</tr>
<tr>
<td>Level 3</td>
<td>Generate critical thinking necessary to provide quality patient care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PSLO 4</th>
<th>Professionally communicate/collaborate with members of the inter-professional team, the patient, family and community to provide and improve patient care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Communicate with members of the interprofessional team, the patient and families to provide and improve patient care</td>
</tr>
<tr>
<td>Level 2</td>
<td>Therapeutically communicate/collaborate with members of the interprofessional team, the patient and families to provide and improve patient care</td>
</tr>
<tr>
<td>Level 3</td>
<td>Professionally communicate/collaborate with members of the interprofessional team, the patient and families to provide and improve patient care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PSLO 5</th>
<th>Exemplify leadership in a variety of health care settings for diverse patient populations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Recognize leadership in a variety of healthcare settings for diverse patient populations</td>
</tr>
<tr>
<td>Level 2</td>
<td>Demonstrate leadership in a variety of healthcare settings for diverse patient populations</td>
</tr>
<tr>
<td>Level 3</td>
<td>Exemplify leadership in a variety of healthcare settings for diverse patient populations</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>PSLO 6</th>
<th>Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Use information technology to communicate, manage knowledge, mitigate error and support decision-making</td>
</tr>
<tr>
<td>Level 2</td>
<td>Evaluate information technology to communicate, manage knowledge, mitigate error and support decision-making</td>
</tr>
<tr>
<td>Level 3</td>
<td>Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making</td>
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</table>

<table>
<thead>
<tr>
<th>PSLO 7</th>
<th>Assimilate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Analyze professional, ethical, and legal guidelines in practice as a baccalaureate-prepared professional nurse</td>
</tr>
<tr>
<td>Level 2</td>
<td>Incorporate professional, ethical, and legal guidelines in practice as a baccalaureate-prepared professional nurse</td>
</tr>
<tr>
<td>Level 3</td>
<td>Assimilate professional, ethical, and legal guidelines in practice as a baccalaureate-prepared professional nurse</td>
</tr>
</tbody>
</table>
Teaching-Learning Plan and Evaluation Strategies: Level I Course Templates

Program Student Learning Outcome: Create patient-centered, safe, quality evidence-based nursing care with diverse patients across the lifespan.

Leveled Student Learning Outcomes: Contribute to patient-centered, quality, safe, evidence-based nursing care with diverse patients across the lifespan.

Program Student Learning Outcome: Design a caring environment for the patient, family and community to promote wellness, prevent disease, and facilitate healing.

Leveled Student Learning Outcomes: Contribute to a caring environment for the patient, family and community to promote wellness, prevent disease, and facilitate healing.

Program Student Learning Outcome: Generate critical thinking necessary to provide quality patient care.

Leveled Student Learning Outcomes: Engage in critical thinking necessary to provide quality patient care.

Program Student Learning Outcome: Professionally communicate/collaborate with members of the interprofessional team, the patient, family and community to provide and improve patient care.

Leveled Student Learning Outcomes: Communicate/collaborate with members of the interprofessional team, the patient, family and community to provide and improve patient care.

Program Student Learning Outcome: Exemplify leadership in a variety of health care settings for diverse patient population.

Leveled Student Learning Outcomes: Recognize Leadership in a variety of healthcare settings for diverse patient populations.

Program Student Learning Outcome: Synthesize information technology to communicate, manage knowledge, mitigate error and support decision making.

Leveled Student Learning Outcomes: Use information technology to communicate, manage knowledge, mitigate error and support decision-making.

Program Student Learning Outcome: Assimilate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.

Leveled Student Learning Outcomes: Analyze professional, ethical, and legal guidelines in practice as a professional nurse.

<table>
<thead>
<tr>
<th>Course Objectives:</th>
<th>Topic or Unit/Learning Activity</th>
<th>Formative Evaluation Assignments</th>
<th>Summative Evaluation Tests</th>
</tr>
</thead>
</table>

Approved March 21, 2011/Revised May 2019  Include in TLP the following: Educational theory used to facilitate learning; Technology Integration, Cultural/Diversity, Integration of QSEN, ANA Standards 1-16, and WVBOE-RN Standards.
Teaching-Learning Plan and Evaluation Strategies: Level II Course Templates

Program Student Learning Outcomes: Create patient-centered, safe, quality evidence-based nursing care across the lifespan.

Leveled Student Learning Outcomes: Provide patient-centered safe, quality evidence-based nursing care with diverse patients across the lifespan.

Program Student Learning Outcomes: Design a caring environment for the patient, family and community to promote wellness, prevent disease, and facilitate healing.

Leveled Student Learning Outcomes: Provide a caring environment for the patient, family and community to promote wellness, prevent disease and facilitate healing.

Program Student Learning Outcomes: Generate a critical thinking necessary to provide quality patient care.

Leveled Student Learning Outcomes: Make judgments using critical-thinking necessary to provide quality patient care.

Program Student Learning Outcomes: Professionally communicate/collaborate with members of the interprofessional team, the patient, family and community to provide and improve patient care.

Leveled Student Learning Outcomes: Therapeutically communicate/collaborate with members of the interprofessional team, the patient, family and community to improve patient care.

Program Student Learning Outcomes: Exemplify leadership in a variety of healthcare settings for diverse patient populations.

Leveled Student Learning Outcomes: Demonstrate leadership in a variety of healthcare settings for a diverse population.

Program Student Learning Outcomes: Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making.

Leveled Student Learning Outcomes: Evaluate information technology to communicate, manage knowledge, mitigate error and support decision-making.

Program Student Learning Outcomes: Assimilate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.

Leveled Student Learning Outcomes: Incorporate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.

<table>
<thead>
<tr>
<th>Course Objectives:</th>
<th>Topic or Unit/Learning Activity</th>
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Approved March 21, 2011/Revised May 2019  Include in TLP the following: Educational theory used to facilitate learning; Technology Integration, Cultural/Diversity, Integration of QSEN, ANA Standards 1-16, and WVBOE-RN Standards.

REV 1.25.17, 06.29.17, 8-22-17, 05.07.18, 04.29.19, 6.19.19, 10.04.21, 04,2022
76
Teaching-Learning Plan and Evaluation Strategies: Level III Course Templates

**Program Student Learning Outcomes:** Create patient-centered, safe, quality evidence-based nursing care with diverse patients across the lifespan.
**Leveled Student Learning Outcomes:** Create patient-centered, safe, quality, evidence-based nursing care with diverse patients across the lifespan.

**Program Student Learning Outcomes:** Design a caring environment for the patient, family and community to promote wellness, prevent disease, and facilitate healing.
**Leveled Student Learning Outcomes:** Design a caring environment for the patient, family and community to promote wellness, prevent disease, and facilitate healing.

**Program Student Learning Outcomes:** Generate critical thinking necessary to provide quality patient care.
**Leveled Student Learning Outcomes:** Generate critical thinking necessary to provide quality patient care.

**Program Student Learning Outcomes:** Professionally communicate/collaborate with members of the interprofessional team, the patient, family and community to provide and improve patient care.
**Leveled Student Learning Outcomes:** Professionally communicate/collaborate with members of the interprofessional team, the patient, family and community to provide and improve patient care.

**Program Student Learning Outcomes:** Exemplify leadership in a variety of health care settings for diverse patient populations.
**Leveled Student Learning Outcomes:** Exemplify leadership in a variety of health care settings for diverse patient populations.

**Program Student Learning Outcomes:** Synthesize information technology to communicate, manage knowledge, mitigate error and support decision making.
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**Program Student Learning Outcomes:** Assimilate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.
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<tr>
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</table>

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Clinical Evaluation Tool  
Level I Nursing ______________ 
Student Clinical Evaluation Form

Name ____________________________  Clinical Site: ___________________________ Date: __________

<table>
<thead>
<tr>
<th>Clinical Dates</th>
<th>Year ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Safety**
- Environmental 
  Ability to recognize environmental hazards and safeguards the environment for client based on Growth & Development.
- Infection Control 
  Ability to maintain the appropriate environment according to client needs.
- Medication Administration 
  Ability to correlate medication with diagnosis, state important facts about client’s medication.
- Medication Administration 
  Ability to administer medication according to 5 rights of medication administration.
- Procedures 
  Ability to correctly perform procedures.

**Professionalism**
- Attitudes/Professional Values 
  Ability to seek guidance appropriately, accepts constructive criticism, maintain confidentiality and maintain professional appearance and behavior.
- Learning Opportunities 
  Ability to seek out opportunities for learning enhancement.
- Organization 
  Ability to effectively organize client care.

**Nursing Process / Health Adaptation of the Client**
- Assessment 
  Ability to assess and analyze pathophysiology, diagnostic tests, medications and nutrition.
- Nursing Diagnosis 
  Ability to formulate an accurate nursing diagnosis based on accurate client assessment.
- Planning 
  Ability to set client and family centered measurable goals. Plans nursing interventions appropriately based on client assessment findings.
- Implementation 
  Ability to implement appropriate nursing interventions.
- Evaluation 
  Ability to effectively evaluate client goal and adapt nursing care accordingly.

**Contribute to patient-centered, safe, quality, evidence-based nursing care with diverse patients across the lifespan.**
- Contribute to patient-centered, quality, safe, evidence-based nursing care to diverse patients across the lifespan.

**Design a caring environment for the patient, family, and community to promote wellness, prevent disease, and facilitate healing.**

REV 1.25.17, 06.29.17, 8-22-17, 05.07.18, 04.29.19, 6.19.19, 10.04.21, 04.2022
78
Contribute to a caring environment for patients, families, and communities to promote wellness, prevent disease, and facilitate healing.

**Generate critical thinking necessary to provide quality patient care.**

Engage in critical thinking necessary to provide quality patient care.

**Professionally communicate/collaborate with members of the interprofessional team, the patient, family and community to provide and improve patient care.**

Communicate with members of the interprofessional team, the patient and families to provide and improve patient care.

**Exemplify leadership in a variety of healthcare settings for diverse patient populations.**

Recognize leadership in a variety of healthcare settings for diverse patient population.

**Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making.**

Use information technology to communicate, manage knowledge, mitigate-error and support decision-making.

Documentation in eValue for all clinical experiences and procedures.

**Assimilate professional, ethical, and legal guidelines in practice as a baccalaureate-prepared professional nurse.**

Analyze professional, ethical, and legal guidelines in practice as a professional nurse.

Practice advocacy for patients and vulnerable populations experiencing health problems.

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**Clinical Performance Competency:** Pass/Fail (as outlined in School of Nursing Grading Policy)

Clinical performance is pass/fail – Clinical experience is a practice environment. It is a time for students to practice nursing. Assessment is ongoing. Failure in clinical is based on professional misconduct or unsafe practice or other infringements as noted in the State of WV Code & Legislative Rules: Registered Professional Nurses – Title 19, Series 10.

**Pass/Fail Requirement:** 6 or more “Unsatisfactory” ratings in one clinical experience will result in an overall “Unsatisfactory” evaluation for that day. 2 or more “Unsatisfactory” clinical days will result in student receiving a “Fail” for the clinical rotation and failure of the course. Clinical absence results in an unsatisfactory for the day.

**Needs Improvement:** If the student receives a “Needs Improvement” rating for any category, the student must have corrected the specific issues in that category based on the recommendations of the clinical instructor by the next clinical experience or the rating will become “Unsatisfactory.”

Issues involving professional misconduct and/or unsafe practice may result in an “Unsatisfactory” clinical day.

**Instructor Comments:**

---

Faculty Signature: ___________________________ Date: ____________

Student Signature: ___________________________ Date: ____________
Clinical Evaluation Tool  
Level II Nursing ____________  
Student Clinical Evaluation Form

Name ___________________________ Clinical Site: ___________________________ Date: __________

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Student Signature: __________________________ Date: ______________
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**Instructor Comments:**

Faculty Signature: _______________________________ Date: ________________

Student Signature: _______________________________ Date: ________________
# Adjunct Nursing Faculty Evaluation by Students

Instructor's Name: ________________________________

Course Number and Title: ________________________________

Semester/Term/Year: ________________________________

## Rating Scale:

<table>
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<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree/Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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## CRITERIA

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<tbody>
<tr>
<td>1. Presents course outcomes clearly</td>
<td>5</td>
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<tr>
<td>2. Facilitates activities relevant to outcomes</td>
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<tr>
<td>3. Assists students to apply theoretical base to clinical</td>
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<td>4. Contributes to ability to problem solve</td>
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<td>5. Demonstrates enthusiasm for clinical practice</td>
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<td>6. Shows respect for students and their viewpoints</td>
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<tr>
<td>7. Facilitates critical, analytical and creative thinking</td>
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<tr>
<td>8. Demonstrates flexibility in working with students</td>
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<tr>
<td>9. Inspires student interest in clinical</td>
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<tr>
<td>10. Encourages students to seek help when needed</td>
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<tr>
<td>11. Returns written work in a reasonable amount of time</td>
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<tr>
<td>12. States evaluation criteria clearly in measurable terms</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>13. Provides ongoing written and oral feedback</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>14. Maintains high standards for student performance in the clinical Setting</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15. Is available in person or by phone/pager during clinical times to provide assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Communicates availability during non-clinical times</td>
<td></td>
<td></td>
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<tr>
<td>17. Overall, this instructor taught the clinical well</td>
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<tr>
<td>18. Overall, this clinical was a valuable learning experience</td>
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<td>19. Maintains professionalism.</td>
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## Comments:

____________________________________________________________________________________
____________________________________________________________________________________
Strengths:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Areas for Improvement:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Approved: 2/9/2015, Revised 3/2018
# Traditional Program Progression Plan

## Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>*MATH-113</td>
<td>or Higher (3)**</td>
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<tr>
<td>*BIOL-270</td>
<td>A&amp;P I (4)</td>
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<tr>
<td>Liberal Studies (3)</td>
<td></td>
<td></td>
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<tr>
<td>Liberal Studies (3)</td>
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<tr>
<td>Liberal Studies (3)</td>
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16 Credits

## Semester 2

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>*HSCI-100</td>
<td>Healthcare Terminology (2)</td>
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</tr>
<tr>
<td>*CHEM-190</td>
<td>(4)**</td>
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</tr>
<tr>
<td>*BIOL-271</td>
<td>A&amp;P II (4)</td>
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<tr>
<td>Liberal Studies (3)</td>
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</tr>
<tr>
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16 Credits

## Semester 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NRSG 210</td>
<td>Intro. To the Art of Prof. Nursing (2)</td>
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<tr>
<td>NRSG 220</td>
<td>Care of the Patient Across the Lifespan (6)</td>
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<tr>
<td>NRSG 250</td>
<td>Health Assessment (3)</td>
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<tr>
<td>*HSCI-260</td>
<td>Nutrition (3)</td>
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<td>*HSCI-225</td>
<td>Healthcare Informatics (3)**</td>
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17 Credits

## Semester 4

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<td>NRSG 260</td>
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<td>NRSG 270</td>
<td>Pharmacology for Nursing (3)</td>
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<td>NRSG 280</td>
<td>Care of the Adult I (5)</td>
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<tr>
<td>*PHIL 391</td>
<td>Medical Ethics (3)**</td>
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14 Credits

## Semester 5

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<tr>
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<td>Care of the Childbearing Family &amp; Women’s Health (5)</td>
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<td>NRSG 340</td>
<td>Care of the Adult II (5)</td>
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<tr>
<td>Liberal Studies (3)</td>
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16 Credits

## Semester 6

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<td>NRSG 380</td>
<td>Care of Adults III (5)</td>
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17 Credits

## Semester 7

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<td>– Care of Patient with Complex Health Issues I (5)</td>
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<td>NRSG 420</td>
<td>– Community Mental Health Nursing (4)</td>
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<tr>
<td>NRSG 430</td>
<td>– Improving Critical Thinking through Test Taking Strategies: NCLEX-RN Part (1)</td>
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<td>Liberal Studies (3)</td>
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<td>NRSG 496</td>
<td>– Educational Found. and School Laws (elective) (3)</td>
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16 Credits

## Semester 8

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<td>– Care of Patient with Complex Health Issues II (5)</td>
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<td>NRSG 470</td>
<td>– Community as Client (4)</td>
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<td>NRSG 480</td>
<td>– Improving Critical Thinking through Test Taking Strategies: NCLEX-RN Part II (1)</td>
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<tr>
<td>MATH 251</td>
<td>(Statistics)(elective) (3)</td>
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14 Credits

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**Requirements for Graduation:** The student must earn a grade of C or higher in all required support courses, a 2.5 cumulative GPA, and must pass (or meet remediation requirements) for ATI Comprehensive Predictor Examination. Nursing courses require a minimum grade of C in each course to progress in the major.

While nursing courses follow in sequence, Advisors work with each student to individualize their progression plan to facilitate choices among liberal studies and elective courses to total the 120 credit hours needed to graduate.

*Pre /Co-requisites or Required Support Courses  Meets Lib Studies Requirements **  Please refer to Policy and Procedure Manual for more information regarding School Nurse Certification ***

*Initiated: March 7, 2012; Revised: October 2016; December 2016, April 2018, May 2021*

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<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>DEVL MATH (3)</td>
<td>NRSG 205 – Transition to Professional Nursing (4)</td>
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<tr>
<td>*MATH 113 – College Algebra (Liberal Studies Goal I-B) (3) **</td>
<td>NRSG 250 – Health Assessment (3)</td>
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<td>ENGL 190 – Freshman Composition (Liberal Studies Goal I-A-1) (3)</td>
<td>NRSG 270 – Pharmacology (3)</td>
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<td>RELIGION (Liberal Studies Goal II-B-1) (3)</td>
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<td>** 9 Credits</td>
<td>** 13 Credits</td>
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<tr>
<td>Semester 3</td>
<td>Semester 4</td>
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<tr>
<td>NRSG 260 – Acute Psych Nursing (3)</td>
<td>PSYC 220 – Human Development (Liberal Studies Goal II-C-1) (3)</td>
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<tr>
<td>NRSG 280 – Care of the Adult I (5)</td>
<td>ENGL 200 – Advanced Composition (Liberal Studies Goal I-A-2) (3)</td>
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<tr>
<td>FINE ART (Liberal Studies Goal II-F) (3)</td>
<td>COMM 130/140 – Public Speaking/Communications (Liberal Studies Goal I-A-3) (3)</td>
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<td>*HSCI 225 – Healthcare Informatics (Liberal Studies Goal I-C) (3) **</td>
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<td>** 14 Credits</td>
<td>** 9 Credits</td>
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<tr>
<td>Semester 5</td>
<td>Semester 6</td>
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<tr>
<td>NRSG 310 – Nursing Research (3)</td>
<td>NRSG 330 – Care of Childbearing Fam. (5)</td>
</tr>
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<td>NRSG 340 – Care of the Adult II (5)</td>
<td>NRSG 380 – Care of the Adult III (5)</td>
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<tr>
<td>NRSG 370 – Nursing Care of Children (6)</td>
<td>*PHIL 391 – Medical Ethics (Liberal Studies Goal II-B-2) (3) **</td>
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<td>** 14 Credits</td>
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<tr>
<td>Semester 7</td>
<td>Semester 8</td>
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<tr>
<td>ENGLISH Literature (Liberal Studies Goal I.I.E) (3)</td>
<td>NRSG 410 – Care of Patient W/ Complex Health (5)</td>
</tr>
<tr>
<td>POLS/ECON – Political Science/ Economics (Liberal Studies Goal II.C-2) (3)</td>
<td>NRSG 420 – Community Mental Health Nursing (4)</td>
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<td>NRSG 430 – NCLEX-RN Pt. 1 (1)</td>
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<td>NRSG 496 – Educational Found. and School Laws (elective) (3)</td>
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<td>** 9 Credits</td>
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<tr>
<td>Semester 9</td>
<td>REQUIREMENTS FOR GRADUATION: The student must earn a grade of C or higher in all required nursing and support courses, a 2.5 cumulative GPA, and must pass (or meet remediation requirements) for ATI comprehensive examination. Nursing courses require a grade of C in each course to progress in the major. While nursing courses follow in sequence, Advisor’s work with each student to individualize their progression plan to facilitate choices among liberal studies and elective courses to total the 120 credit hours needed to graduate. *Elective Course ** Nursing Requirement that Meets Liberal Studies The LPN-BSN Program is designed to meet in person on Friday and Saturdays 4 times a semester (1 weekend a month) for class in person. Other times as arranged. Clinical will be additional time required on separate weekends (attempts made to not exceed 2 weekends) for clinical depending on courses offered in progression. Revised 5/14/2022</td>
</tr>
<tr>
<td>NRSG 450 – Nurse As Manager (3)</td>
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<td>NRSG 470 – Community As Client (4)</td>
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<td>NRSG 480 – NCLEX-RN Pt. II (1)</td>
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<tr>
<td>** 13 Credits</td>
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# RN-BSN Program Progression Plan

<p>| Full-Time Progression Plan |  |
|----------------------------|  |
| <strong>Semester 1 (Modules 1 and 2)</strong> |  |
| NRSG 405 (3) Transition to Professional Baccalaureate Nursing Practice. | NRSG 425 (3) Nursing Research Liberal Studies (3) |
| NRSG 415 (3) Health Assessment |  |
| Credits 6 | Credits 6 |  |
| <strong>Semester 2 (Modules 1 and 2)</strong> |  |
| NRSG 435 (3) Nurse as Manager | NRSG 445 (3) Nursing Professional Development Liberal Studies (3) |
| Liberal Studies (3) |  |
| Credits 6 | Credits 6 |  |
| <strong>Semester 3 (Modules 1 and 2)</strong> |  |
| NRSG 455 (3) Community Mental Health Nursing | NRSG 465 (3) Community as Client Liberal Studies (3) |
| Liberal Studies (3) |  |
| Credits 6 | Credits 6 |  |
| <strong>Semester 4 (Modules 1 and 2)</strong> |  |
| NRSG 475 (3) Excellence in Nursing | Students will complete additional liberal studies requirements in summer term after Semester 2 if needed. |
| Liberal Studies (3) |  |
| Credits 6 |  |</p>
<table>
<thead>
<tr>
<th>Semester 1 (Modules 1 and 2)</th>
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<tbody>
<tr>
<td><strong>NRSG 405 (3)</strong> Transition to Professional Baccalaureate Nursing Practice.</td>
<td><strong>NRSG 425 (3)</strong> Nursing Research</td>
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<td>Credits 3</td>
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<th>Semester 2 (Modules 1 and 2)</th>
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<tr>
<td>Liberal Studies (3)</td>
<td><strong>NRSG 445 (3)</strong> Nursing Professional Development</td>
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<tr>
<td><strong>NRSG 415 (3)</strong> Health Assessment</td>
<td>Liberal Studies (3)</td>
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<tr>
<th>Semester 4 (Modules 1 and 2)</th>
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<tr>
<td><strong>NRSG 435 (3)</strong> Nurse as Manager</td>
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<th>Semester 5 (Modules 1 and 2)</th>
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<tr>
<td><strong>NRSG 455 (3)</strong> Community Mental Health Nursing</td>
<td><strong>NRSG 465 (3)</strong> Community as Client</td>
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<thead>
<tr>
<th>Semester 6 (Modules 1 and 2)</th>
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<tbody>
<tr>
<td><strong>NRSG 475 (3)</strong> Excellence in Nursing</td>
<td>Liberal Studies (3)</td>
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<tr>
<td>Credits 3</td>
<td>Credits 3</td>
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Students will complete additional liberal studies requirements in summer term(s) after Semesters 2, 4, and 6 if needed.
NURSING COURSE DESCRIPTIONS

NRSG 205  Transition to Professional Nursing (LPN-BSN)
This course assists the LPN-BSN student through the initial transition from the role of licensed practical nurse to the role of baccalaureate prepared professional registered nurse. The philosophy, goals, program and student learning outcomes are presented within the context of the Nursing curriculum. The student integrates the concepts of professionalism, scientific methods of inquiry, and critical thinking as applied to baccalaureate professional nursing practice. Emphasis on the leveled student learning outcomes pervades this transitions course. A grade of “C” or higher is required to progress in the nursing major (4 semester hours). Pre-Requisite: Admission into Nursing Program. Co-Requisites: NRSG 250, NRSG 270.

NRSG 210  Introduction to the Art of Healing (Traditional)
This theory course introduces the student to art of professional baccalaureate nursing practice through story telling. Using professional sources, students read and discuss true stories told by practicing professional nurses. Students then make linkages with Alderson Broaddus University, Department of Nursing Leveled Student Learning Outcomes: The NCLEX-RN Detailed Test Plan; the American Nurses Association Standards; the West Virginia Board of Nurse Examiners-RN Standards and other evidence-based guides for the education of professional baccalaureate nurses. This course is taught concurrently with the first didactic-clinical course of the program. 2 semester hours lecture, 0 semester hours clinical. Pre-Requisites: BIOL 271, CHEM 190. Co-Requisites: NRSG 220 and NRSG 250.

NRSG 220  Care of the Patient Across the Lifespan (Traditional)
Focuses on foundational concepts necessary for safe, quality, patient-centered nursing care to diverse populations across the lifespan, while integrating legal and ethical responsibilities of the professional nurse. Introduces caring, critical thinking, the nursing process and communication techniques used when interacting with patients and members of the interprofessional team and explains evidence-based nursing practice. Includes the acquisition of foundational psychomotor skills and the application of these skills in a laboratory and structured clinical setting. (3 semester hours lecture and 3 semester hours clinical). Pre-Requisites: BIOL 270 and 271; CHEM 190; MATH 113; HSCI 100. Co-Requirement: NRSG 210 and NRSG 250

NRSG 250  Health Assessment (Traditional/LPN-BSN)
This course focuses on the theoretical basis and psychomotor skills used when assessing the health status of individuals while emphasizing cultural diversity, age-related differences, and lifestyle factors. It introduces the role of the professional nurse in identifying and communicating normal findings and common deviations from normal. The skills lab experience provides the opportunity to apply cognitive and psychomotor skills incorporating caring while performing a systematic, patient-centered health assessment. A grade of “C” or higher is required to progress in the nursing major (2 semester hours lecture and 1 semester hour clinical). Traditional Co-Requisites: NRSG 210, and NRSG 220. LPN-BSN Pre Requisites: MATH 113 or Higher; Co-Requirement: NRSG 205, NRSG 270

NRSG 260  Acute Psychosocial Nursing (Traditional/LPN-BSN)
Acute psychosocial nursing focuses on the acquisition and application of the theoretical basis for quality, safe, evidence-based, patient-centered nursing care for patients experiencing acute psychiatric alterations. This course focuses on care that is developmentally and culturally appropriate for patients needing mental health interventions and incorporates critical thinking, quality improvement, collaboration, and information technology as they relate to the care of diverse patients on the mental health unit. Integration of standards of practice and legal and ethical responsibilities occur as the professional nurse practices therapeutic use of self with psychiatric patients. (1.5 semester hours lecture and 1.5 semester hours clinical). Traditional: Pre-Requisites: NRSG 210, NRSG 220 and NRSG 250. Co-Requisites: NRSG 270 and NRSG 280. LPN-BSN: Pre-Requisites: NRSG 250, NRSG 270; Co-Requisites: NRSG 280.

NRSG 270  Pharmacology for Nursing (Traditional/LPN-BSN)
Pharmacology for Nursing introduces general principles of pharmacology as they relate to safe, quality, patient-centered, evidence-based nursing care of individuals by focusing on developmentally and culturally appropriate interventions. Includes an introduction to pharmacotherapeutics through an explanation of drug classifications with prototype drugs as well as on medication used to treat stable patients with common health alterations. Includes supplemental instruction on dosage calculations. A grade of “C” or higher is required to progress in the nursing major (3 semester hours lecture). Traditional Pre-Requisites: NRSG 210, NRSG 220 and NRSG 250. Co-Requisites: NRSG 260 and NRSG 280. LPN-BSN Pre Requisites: MATH 113 or Higher; Co-Requirement: NRSG 205, NRSG 250

NRSG 280  Care of the Adult I (Traditional/LPN-BSN)

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This course is the first of a series of courses that focuses on the acquisition and application of the theoretical basis for quality, safe, evidence-based, patient-centered nursing care for acutely ill but stable patients experiencing medical/surgical conditions. This course focuses on care that is developmentally and culturally appropriate for patients with non-complex medical/surgical conditions and incorporates critical thinking, quality improvement, collaboration, and information technology as they relate to the care of diverse patients in the medical/surgical setting. Integrates standards of practice and legal and ethical responsibilities of the professional nurse when caring for patients undergoing medical/surgical interventions. Includes the acquisition of foundational psychomotor skills and the application of these skills in laboratory and structured clinical setting. (3 semester hours lecture and 2 semester hours clinical). Traditional Pre-Requisites: NRSG 210, NRSG 220 and NRSG 250. Co-Requisites: NRSG 260 and NRSG 270, LPN-BSN Pre Requisites: NRSG 250, NRSG 270; Co-Requisite: NRSG 260

NRSG 310 Nursing Research (Traditional/LPN-BSN)
Building on the introductory concepts of evidence-based nursing practice from earlier courses, students examine all aspects of the research process as it relates to the baccalaureate nurse’s role in research. Identification of practice issues, appraisal and integration of evidence, evaluation of patient outcomes and sharing best practices occurs with the interprofessional healthcare team as addressed. (3 semester hours lecture and 0 semester hours clinical). Traditional Pre-Requisites: NRSG 260 NRSG 270, and NRSG 280. Co-Requisites: NRSG 330 and NRSG 340. LPN-BSN Pre Requisites: NRSG 260, NRSG 280; Co-Requisite: NRSG 340, NRSG 370

NRSG 330 Care of the Childbearing Family and Women’s Health (Traditional/LPN-BSN)
This course focuses on the acquisition and application of the theoretical basis for safe, quality, evidence-based, patient-centered nursing care for patient/family centered nursing care of the childbearing family. Focuses on care that is developmentally and culturally appropriate for the childbearing family with an additional emphasis on women’s health and incorporating critical thinking, quality improvement, collaboration and information technology as they related to the care of diverse patients on the maternal/child unit. Integrates standards of practice and legal and ethical responsibilities of the professional nurse when caring for the childbearing family. (3 semester hours lecture and 2 semester hours clinical). Traditional Pre-Requisites: NRSG 260 NRSG 270, and NRSG 280. Co-Requisites: NRSG 310 and NRSG 340. LPN-BSN Pre Requisites: NRSG 310, NRSG 340, NRSG 370; Co-Requisite: NRSG 380

NRSG 340 Care of the Adult II (Traditional/LPN-BSN)
Care of Adults II builds on NRSG 280 and focuses on the acquisition and application of the theoretical basis for quality, safe, evidence-based, patient-centered nursing care for patients experiencing acute, stable and unstable, medical/surgical conditions. This course focuses on care that is developmentally and culturally appropriate and incorporates critical thinking, quality improvement, collaboration, and information technology as they relate to the care of diverse patients in the medical/surgical setting. Integrates standards of practice and legal and ethical responsibilities of the professional nurse when caring for patients undergoing medical/surgical interventions. (3 semester hours lecture and 2 semester hours clinical). Traditional Pre-Requisites: NRSG 260 NRSG 270, and NRSG 280. Co-Requisites: NRSG 310 and NRSG 330. LPN-BSN Pre Requisites: NRSG 260, NRSG 280; Co-Requisite: NRSG 310, NRSG 330.

NRSG 370 Nursing Care of Children (Traditional/LPN-BSN)
This course focuses on the acquisition and application of the theoretical basis for quality, safe, evidence-based, patient-centered nursing care for children and their families that is developmentally and culturally appropriate and incorporates critical thinking, quality improvement, collaboration and information technology as they relate to the care of diverse patients on the pediatric acute care setting. Integrates standards of practice and legal and ethical responsibilities of the professional nurse. (4.5 semester hours lecture and 1.5 semester hours clinical). Traditional Pre-Requisites: NRSG 310, NRSG 330 and NRSG 340. Co-Requisites: NRSG 380. LPN-BSN Pre Requisites: NRSG 260, NRSG 280; Co-Requisite: NRSG 310, NRSG 340

NRSG 380 Care of Adults III (Traditional/LPN-BSN)
This course builds on NRSG 280 and NRSG 340 and focuses on the acquisition and application of the theoretical basis for quality, safe, evidence-based, patient-centered nursing care for patients experiencing acute, unstable, complex medical/surgical conditions. This course focuses on care that is developmentally

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and culturally appropriate and incorporates critical thinking, quality improvement, collaboration, and information technology as they relate to the care of diverse patients in the medical/surgical setting. Integrates standards of practice and legal and ethical responsibilities of the professional nurse when caring for patients undergoing medical/surgical interventions. (3 semester hours lecture and 2 semester hours clinical). Traditional Pre-Requisites: NRSG 310, NRSG 330, and NRSG 340. Co-Pre-Requisites: NRSG 370. LPN-BSN Pre Requisites: NRSG 310, NRSG 340, NRSG 370; Co-Requisite: NRSG 330

NRSG 405 Transition to Professional Baccalaureate Nursing Practice. (RN-BSN)

This initial course in the RN-BSN online program introduces the student to the conceptual basis of professional baccalaureate nursing using the knowledge, skills, and behaviors associated with the nursing process as a venue for introducing the Program’s Student Learning Outcomes (PSLOs) and the Alderson Broaddus curriculum. The baccalaureate experience portion culminates in portfolio development providing a means to describe one’s current and potential practice. Student learning outcomes provide a framework pertaining to quality evidence-based nursing care, environment, critical thinking, interprofessional communication/collaboration, leadership, informatics and professional ethical and legal practice. The course incorporates therapeutic communication, mental health, family and transcultural considerations. (3 semester hours lecture and 0 semester hours clinical.) Prerequisite: Admission to Nursing Program.

3 semester hours

NRSG 410 Care of the Patient with Complex Health Issues I (Traditional/LPN-BSN)

NRSG 410 is the first of two courses that apply all the content taught in the curriculum to the care of patients experiencing high acuity complex conditions across the lifespan. This synthesis course integrates the information taught throughout the program by focusing on care that is developmentally and culturally appropriate for patients who meet the AACN Synergy Criteria of minimally resilient, highly vulnerable, minimally stable and highly complex. Students will collect and interpret complex patient data; make clinical judgments based on the beginning practitioner’s ability to recognize patterns and trends which may predict the direction of the illness, students will sort out extraneous details; focus on key elements of each case while recognizing their professional limits and seek appropriate assistance. Students will incorporate critical thinking, quality improvement, collaboration, and information technology as they plan and provide evidence-based care for patients experiencing alterations in health which identifies these patients as experiencing highly acute complex conditions in a variety of high acuity health care settings. Integration of the ANA Standards of Practice and the legal and ethical responsibilities of the professional nurse are incorporated when caring for complex patients. Students will evaluate the patient’s ability to participate in care, decision making, predictability and resource availability as they provide culturally appropriate care. Application of knowledge will be through the use of case studies, simulations, clinical experiences and preceptorship. (2 semester hours lecture and 3 semester hours clinical.) Pre-Requisites: NRSG 370, and NRSG 380. Co-Requirements: NRSG 420, NRSG 430, and NRSG 440.

NRSG 415 Health Assessment. (RN-BSN)

This course focuses on the theoretical basis and psychomotor skills used when assessing the health status of individuals while emphasizing cultural diversity, age-related differences, and lifestyle factors. It introduces the role of the professional nurse in identifying and communicating normal findings and common deviations from normal. This course provides the opportunity to apply cognitive and psychomotor skills incorporating caring while performing a systematic, patient-centered health assessment. (2 semester hours lecture, 1 semester hour clinical.) Prerequisite: NRSG 405. 3 semester hours

NRSG 420 Community Mental Health (Traditional/LPN-BSN)

Community Mental Health focuses on the acquisition and application of the theoretical basis for quality, safe, evidence-based, patient-centered nursing care in the community for patients experiencing mental health problems. This course focuses on care that is developmentally and culturally appropriate for patients needing mental health interventions and incorporates critical thinking, quality improvement, collaboration and information technology as they relate to the care of diverse patients in the community mental health system. Integration of standards of practice and legal and ethical responsibilities occur as the self-aware professional nurse co-leads therapeutic groups in the community. (2.5 semester hours lecture and 1.5 hours clinical). Pre-Requisites: NRSG 370 and NRSG 380. Co-Requisites: NRSG 410, NRSG 430.

NRSG 425 Nursing Research (RN-BSN)
Building on the introductory concepts of evidence-based nursing practice from earlier courses, students examine all aspects of the research process as it relates to the baccalaureate nurse’s role in research. Identification of practice issues, appraisal and integration of evidence, evaluation, of patient outcomes and sharing best practice occurs with the interprofessional healthcare team as addressed. (3 semester hours lecture and 0 semester hours clinical.) Prerequisite: NRSG 405.

3 semester hours

NRSG 430 Improving Critical Thinking through Test-Taking Strategies: NCLEX-RN Part 1
(Traditional/LPN-BSN)
This is Part I of a comprehensive review course that provides an integration and synthesis of all concepts, content, and nursing skills taught in the previous nursing courses by looking at more complex patient situations and patient care. This course enables the individual student to recognize areas that need enhancement prior to entering professional practice. Includes a review for NCLEX-RN® and strategies for success. (0.5 semester hours lecture and 0.5 semester hours clinical). NRSG 370 and NRSG 380. Co-Requisites: NRSG 410, NRSG 420.

NRSG 435 Nurse as Manager (RN-BSN)
This theory course provides a basis in evidence-based processes used in the nursing leadership role in a variety of healthcare settings for the purpose of providing and improving patient care that is safe, as well as developmentally and culturally appropriate. It focuses on healthcare systems, organizational designs and governance, quality improvement, cost-effective care, change theory, conflict resolution, delegation and the role of the professional nurse as a leader. (3 semester hours lecture and 0 semester hours clinical.) Prerequisite: NRSG 405.

3 semester hours

NRSG 445 Nursing Professional Development (RN-BSN)
This course focuses on lifelong learning in which nurses engage to develop and maintain competence, enhance professional nursing practice, and support achievement of career goals. It focuses on current health policy issues, health care ethics, evidence-based practice, communication, informatics, leadership and management strategies with diverse client populations across the lifespan. (2 semester hours lecture, 1 semester hour hours clinical.) Prerequisite: NRSG 405.

3 semester hours

NRSG 450 Nurse as Manager (Traditional/LPN-BSN)
This theory course provides a basis in evidence-based processes used in the nursing leadership role in a variety of healthcare settings for the purpose of providing and improving patient care that is safe, as well as developmentally and culturally appropriate. It focuses on healthcare systems, organizational designs and governance, quality improvement, cost-effective care, change theory, conflict resolution, delegation and the role of the professional nurse as leader. (3 semester hours lecture and 0 semester hours clinical). Pre-Requisites: NRSG 410, NRSG 420, and NRSG 430. Co-Requisites: NRSG 460, NRSG 470, and NRSG 480.

NRSG 455 Community Mental Health Nursing (RN-BSN)
Community Mental Health focuses on the acquisition and application of the theoretical basis for quality, safe, evidence-based, patient-centered nursing care in the community for patients experiencing mental health problems. This course focuses on care that is developmentally and culturally appropriate for patients needing mental health interventions incorporating critical thinking, quality improvement, collaboration and information technology as they relate to the care of diverse patients in the community mental health system. Integration of standards of practice and legal and ethical responsibilities occur as the self-aware professional nurse examines therapeutic groups in the community. (2 semester hours lecture, 1 semester hour hours clinical.) Prerequisite: NRSG 405.

3 semester hours

NRSG 460 Care of the Patient with Complex Health Issues II (Traditional/LPN-BSN)
Nursing NRSG 460 is the second part of two courses that apply all the content taught in the curriculum to the care of patients experiencing high acuity complex conditions across the lifespan. This synthesis course integrates the information taught throughout the program by focusing on care that is developmentally and culturally appropriate for patients who meet the AACN Synergy Criteria of minimally resilient, highly vulnerable, minimally stable, and highly complex. Students will collect and interpret complex patient data; make clinical judgments based on the beginning practitioner’s ability to recognize patterns and trends which may predict the direction of the illness, sort out extraneous details; focus on key elements of each case while recognizing their professional limits and seek appropriate
assistance. Students will incorporate critical thinking, quality improvement, collaboration and information technology as they plan and provide evidence-based care for patients experiencing alterations in health which identifies these patients as experiencing highly acute complex conditions in a variety of high acuity health care settings. The ANA standards of practice and the legal and ethical responsibilities of the professional nurse are integrated when caring for complex patients. Students will evaluate the patient’s ability to participate in care, decision making, predictability and resource availability as they provide culturally appropriate care. Application of knowledge will be through the use of case studies, simulations, clinical experiences and preceptorship. (2 semester hours lecture and 3 semester hours clinical). Pre-Requisites: NRSG 410, NRSG 420, and NRSG 430. Co-Requisites: NRSG 450, NRSG 470, and NRSG 480.

NRSG 465 **Community as Client** (RN-BSN)
Operationalizing the Program Student Learning Outcomes, this course adds the additional focus of strengthening the theory base and continuing to experience community as patient. Through a variety of venues and modalities, students continue to experience the paradigm shift to community-as-patient and provides baccalaureate nursing care that promotes health and wellness. (2 semester hours lecture, 1 semester hour hours clinical.) Prerequisite: NRSG 405.

NRSG 470 **Community as Client** (Traditional/LPN-BSN)
This specialty course introduces the student to community as client by immersion in community health promotion activities, industries, utilities, charities, church-based organizations, social settings, and local government meetings etc. as venues to operationalize the Leveled Student Learning Outcomes. Gordon’s Functional Patterns for Communities provides a framework for community assessment which is the primary focus of this course. Serendipitous experiences beyond assessment are folded into the course as appropriate. This course adds the additional focus of strengthening the theory base and continuing to experience community as patient. Through a variety of venues and modalities, students continue to experience the paradigm shift to community as patient and provide professional baccalaureate nursing care that promotes health and wellness. (2 semester hours lecture and 2 semester hour clinical). Pre-Requisites: NRSG 410, NRSG 420, and NRSG 430. Co-Requisites: NRSG 450, NRSG 460, and NRSG 480.

NRSG 475 **Excellence in Nursing** (RN-BSN)
This is the capstone course for the RN–BSN program. The student engages in academic endeavors that reflect application, synthesis and evaluation of concepts and nursing issues studied throughout the completion program. Application of educational experience to professional growth and contribution to the nursing profession is emphasized. (2 semester hours lecture, 1 semester hour hours clinical.) Prerequisites: NRSG 405, NRSG 415, NRSG 425, NRSG 435, NRSG 445, NRSG 455, and NRSG 465.

NRSG 480 **Improving Critical Thinking through Test-Taking Strategies: NCLEX-RN Part II**
This is Part II of a comprehensive review course differing from Part I through the selection of different NCLEX-RN questions that those previously mastered. An integration and synthesis of all concepts, content, and nursing skills is provided as taught in the previous nursing courses by looking at more complex patient situations and patient care. This course enables the individual student to recognize areas that need enhancement prior to entering professional practice. Includes a review for NCLEX-RN® and strategies for success. (0.5 semester hours lecture and 0.5 semester hours clinical). Pre-Requisites: NRSG 410, NRSG 420, and NRSG 430. Co-Requisites: NRSG 450, NRSG 460, and NRSG 470.

NRSG 490 **Transitioning International Nursing Partnership Students for Success**
This course explores the essential elements of nursing in the healthcare system of the United States as it endeavors to prepare foreign nursing students with the skills necessary to continue and successfully complete their nursing education in the International Nursing Partnership. Designed for the non-native nursing student, this course will focus on socialization to the college and to the professional nursing role within the U.S. healthcare delivery system. Validation of educational, clinical and workplace competencies and clinical experiences occur to bridge practice gaps between the Philippines and the U.S. The primary goal of this course is to foster a supportive environment that provides the necessary education and resources to bridge practice differences between foreign education nursing students and the healthcare system they will encounter in the U.S (3 semester hours lecture and 3 semester hours clinical). Prerequisite: Departmental permission. Enrollment is restricted to Arellano University transfer students.
4 semester hours

**NRSG 496  Educational Foundations and Laws for School Health Nursing**
Concepts related to the legal structure and governance of public education will be investigated. While an elective course, the learner nonetheless incorporates student learning outcomes that reference evidence-based care, caring environment, critical thinking, professional communication/collaboration, information technology and ethical and legal guidelines. Emphasis will be given to school law, legal procedures, policy-making, rules, regulations and issues pertinent to school nursing. Students currently enrolled in the Alderson Broaddus BSN program may take this course during their final year of the program or following graduation. All applicants who request certification by the WV Department of Education as a School Nurse must have an active unencumbered WV registered professional nursing license. (Class 3; Clinical 0)

**NRSG 497  School Health Nurse Practicum**
This course prepares the BSN level professional to provide age-appropriate care to students in the WV School systems. The course focuses on health education, child-centered care, community resources and advocacy for children and their families. Students currently enrolled in the Alderson Broaddus BSN program may take this course in their final semester or following graduation. All applicants who request certification by the WV Department of Education as a School Nurse must have an active unencumbered WV registered professional nursing license. Prerequisite: NRSG 496. (Class 2; Clinical 1)

Revised July 2020
Nursing Faculty Protocol for Securing the Test Environment

**Problem:** The potential and actual incidences of cheating on exams has been exacerbated by the preponderance of electronic devised accessible to students as well as the perspective shared by some that cheating is an acceptable mechanism to use to pass Nursing. Consultation with Deans of Nursing in WV reveals widespread concern and resultant corrective actions. Because the trend in nursing education is to establish validity and reliability on nursing exams over time, securing the test gains even more importance.

**Testing Recommendations:**
1. Communicate AB values of honesty and integrity.
2. Academic integrity statements are to be added to each ExamSoft exam.
3. Be vigilant in monitoring.
4. Create as much space as possible between testers to decrease viewing each other’s electronic devices. Exams should have shuffled questions and options.
5. Monitor to enforce that the students bring no other items, except testing devices to their seat. All other items are to be stored away from the testing zone.
6. Cell phones and smart watches are to be turned in to the exam proctor before the exam. If student states they do not have a cell phone, they are to sit closest to the exam proctor for the exam.
7. Be alert also to answers written on hand, on forearms under long sleeves, in cleavage, in shoes.
8. Ask students with long sleeves to show hands and arms
9. Any index card or scrap paper provided by the instructor during test must be signed and turned in with the exam.
10. Students are not to bring own calculator to testing environment.

**During post-test review as a class on Reading Day or 1:1 with instructor:**
**Note:** Some nursing programs no longer allow “test-in-hands” test reviews.
1. All restrictions apply as described above with all items including notebooks and textbooks, stored in the classroom away from the testing zone.
2. Never leave students unattended – monitoring must be as diligent as occurs during the exam.
3. Students may take notes (of concepts only) on paper provided by the instructor. Instructor must review and sign each student’s paper before each student exits the room.
4. Students may review only one exam at a time.

What nursing faculty say, as well as what they role-model, influences students. Praise student honesty emphasizing how actually learning nursing content influences clinical decision-making and saves lives.

Approved: Nov. 7, 2011, Revised May 2019, Reviewed May 2021

REV 1.25.17, 06.29.17, 8-22-17, 05.07.18, 04.29.19, 6.19.19, 10.04.21, 04,2022
96
Alderson Broaddus University  
College of Health, Science, Technology, and Mathematics/School of Nursing  
Faculty Workload Policy

The School of Nursing strives to create a high-quality scholarly environment that encourages students to regard professional nursing as a service to humanity, respect scholarly endeavor, become responsible citizens, and apply moral and ethical integrity to every phase of life. To achieve this mission, it is recognized that faculty will participate in a wide variety of activities based on the characteristics of the academic program, their own professional development, the needs of the educational unit and Alderson Broaddus University. It is also recognized that there is considerable variation in curriculums and operations of health science programs given differences in regulatory, accreditation, and professional standards. The following guidelines are provided to ensure a reasonable level of equity in regards to teaching and faculty workload expectations within the School of Nursing and with the University.

GUIDELINES

I. General Workload Expectations: Full-time Faculty
   a. Faculty members are generally expected to provide service to the University in four areas (i.e., teaching, office hours, university/professional services, and scholarship/professional development). In determining a faculty member’s activities in each area, the needs of the program and the ability of the faculty member is of primary consideration and may be adjusted across the 9-month contract to meet university, program and professional needs.
      i. Teaching: On average, across the semester, faculty contact time will be 12.8 - 15.8 hours per week in the fall and spring semester for classroom instruction, learning laboratory teaching and direct clinical supervision.
         1. Online workload expectations are the same as those teaching on site or in a blended manner. Class size for online sections is generally limited to 20 students/section.
      ii. Office hours: Each full-time faculty member is provided with office space and is expected to be available to students in that office on a regular basis. Each faculty member is expected to designate on the office door a minimum of five hours per week during which he or she will be available to students (for a total of 75 contact hours per semester). In order to accommodate the students’ diverse schedules, hours should vary from day to day, and students should be made aware that they can make appointments at times other than the designated hours.
      iii. University/professional services: University/School committee work, meetings, professional service, and advising; 18 contact hours/semester are expected.
         1. Appointments to University and School of Nursing faculty committees are made at the beginning of each academic year. Each member of the faculty may normally expect to serve on at least one committee each year. In addition, members of the faculty may be expected to serve on ad hoc committees appointed by the President or his representative for specific university business which cannot be handled well by the regular standing committees. Faculty within the School of Nursing are appointed to program committees by the Chairperson.
         2. Faculty with academic advising duties will be expected to be available beyond their usual office hours during advance registration and registration confirmation periods. After the first year of teaching, each
full-time faculty member is expected to serve as an academic adviser for students majoring in nursing.

a. Academic advisers are chiefly responsible for the following:
   1. Helping students plan their semester schedules and their long-term (usually four-year) schedules so that all requirements are met in a timely fashion
   2. Counseling students about course sequencing and prerequisites, liberal studies and elective choices, course substitutions, and course withdrawals
   3. Being available to counsel and register students for courses during the designated advance registration and registration confirmation periods
   4. Maintaining records on each student so as to facilitate the possible transfer of a student from one adviser to another and to facilitate confirmation of students for graduation

iv. Scholarship/professional development: Scholarly activity, clinical practice, graduate education, and professional growth opportunities; 60 contact hours/semester. All full-time faculty as well as those staff members with regular teaching responsibilities are expected to maintain professional growth and awareness through one or more of the following means.
   1. Formal Graduate Study. Whether undertaken in pursuit of a degree or as a means of increasing knowledge and competence in specific fields directly or indirectly related to a faculty member’s area of instruction, graduate study may help keep an instructor abreast of new developments and provide for an exchange of ideas with others working in the same or similar areas.
   2. Research. Although teaching rather than formal research is the focus of Alderson Broaddus University, faculty are encouraged to pursue intellectual inquiry and undertake continual study which may result in publication or formal presentation at professional conferences.
   3. Outside Employment. Professional work experience may help a member of the faculty keep abreast of new developments in his or her field and provide an opportunity to update teaching through practical experience with new techniques. Therefore, an individual may be allowed to undertake such relevant employment, provided that the work would not conflict with professional obligations to the university. He or she must have prior written approval from the President of the university before undertaking such employment.
   4. Participation in Professional Organizations. Meetings or conferences of professional organizations and the publications of professional organizations may provide opportunities for intellectual and personal stimulation as well as keep an instructor abreast of new information and innovative teaching methods. Faculty members are therefore expected to maintain membership in the leading
professional organizations in their fields and to attend meetings with reasonable frequency. To facilitate attendance, professional travel funds are available through the annual budget of each faculty member’s college or school. These funds are to be distributed specifically for travel to professional conferences upon request of the faculty member and approval of the college dean or school chairperson. Faculty who will be absent from classes to attend professional meetings must provide for instruction or other activities in their classes while they are absent.

5. On-Campus Opportunities. Opportunities for professional development are provided through faculty workshops and meetings and through presentations on campus by guest lecturers. In addition, full-time faculty members may, under certain prescribed conditions, enroll in university courses. With few exceptions (individual instruction in applied music, for example), there is no tuition charge.

b. The total contact hours expected of each member of the faculty will be between 23-26 hours per week. When the workload falls below 23 hours per week, special assignments or additional teaching assignments will be made to allow a full-time faculty to achieve the minimal workload expectations. When the workload exceeds 26 hours per week, the faculty will be compensated for overload according to the compensation formula of the university. NOTE: Faculty are not required to accept overload but every effort will be made to equalize workload responsibilities among the faculty to avoid the necessity. If a faculty desires to accept the workload responsibilities that include overload, the number of hours per week should not exceed 30 hours per week.

II. Teaching and Workload Calculation

\[
\text{Number of lecture hours/semester} + \text{Number of clinical hours/semester} = \text{Total number of lecture and clinical hours/semester} \\
75 \text{ office hours/semester (5 office contact hours/week)} \\
18 \text{ contact hours for University & professional service/semester} \\
60 \text{ contact hours for scholarship or professional development/semester} \\
\text{Total number of contact hours/semester*} \\
\text{Total number of contact hours/semester ÷ 15 weeks = Number of direct contact hours**}
\]

*The total number of contact hours/semester may be subtracted from the standard 40 hour work week; the remaining hours are for work related responsibilities not typically covered by the workload calculation. For example, if a faculty workload is 23 hours of direct contact time, 17 hours remain for grading, lecture preparation, team work, and other obligations.

**The total workload expected is between 23-26 hours per week for fall and spring semester where the operational definition of a semester as 15 weeks.

III. Preceptorship Workload Calculation
a. When a course involves the coordination or arrangements for students to work in a preceptorship capacity, the calculations are as follows and are added to the total workload (see above):
   1.5 hours per semester multiplied by the number of students equals the number of hours the faculty will work with students in preceptorship experiences; this credit is added to the above formula.

IV. Team Taught Courses and Single-Faculty Taught Courses
   a. In courses where multiple faculty teach as a member of the team, 15 additional contact hours are added to the above calculation allowing for the responsibilities required in a team taught course. Contact hours assigned for team responsibilities will occur only once during a given semester.
   b. In team taught courses and single-faculty taught courses, course coordinator credit may be assigned to facilitate the overall coordination of the work required in the course; in these instances, 30 additional contact hours are added to the above calculation allowing for the responsibilities of the task of course coordination. Contact hours assigned for course coordination will only occur once during a given semester.

V. Faculty with Administrative Appointments
   a. Special Program Directors. Teaching release will be based upon hours spent per week in administrative responsibilities; not to exceed 45 contact hours per semester. Special program directors include the LPN-BSN Director, the International Nursing Partnership Director and the RN-BSN Online Program Director.
   b. Chairperson of the School of Nursing. Consistent with the definition of the “administrator employment time” as defined by the WV Board of Examiners for Registered Professional, the Chairperson of the School of Nursing devotes 80% time to school administrative duties; teaching responsibilities will not exceed 6 academic semester credits per year, no more than 3 academic credits per semester.

VI. General Workload Expectations: Adjunct Teaching Workload
   a. Adjunct appointments are for classroom instruction on a fairly regular but strictly part-time basis. Adjunct faculty will be assigned the rank of either “Lecturer” or “Senior Lecturer.” Appointments will be made in accordance with the description contained in the most recent edition of the Faculty Handbook.
   b. Adjunct faculty teaching in clinical courses will be compensated at an hourly rate times the total number of hours of direct instruction (i.e., contact hours) where the adjunct faculty accompanies students to the clinical setting.

VII. Faculty Workload Worksheet
   a. The Faculty Workload Worksheet has been designed to record the workload calculations for each faculty member. The worksheet is initiated by the Chairperson and is reviewed with each faculty member prior to the beginning of each semester of teaching and faculty work expectations.
   b. The faculty member will sign the worksheet as an indication of their review of the workload assignment being made for the respective semester.
   c. The Dean of the College is responsible for reviewing the faculty workload assignment with the Provost/Executive Vice President for Academic Affairs.
   d. The Faculty Workload Worksheet is attached.
# Faculty Workload Worksheet

**Alderson-Broadus University – Academic Affairs**

**Faculty Workload Worksheet**

Fall ___ Spring ___ Summer ___ Year ___ **College of HSTM/School of Nursing**
Program: Traditional ___ LPN-BSN ___ RN-BSN ___

Indicate in spaces provided how hours of work load will be derived. Signed worksheets are to be submitted to the Dean of the respective College who will then submit all worksheets to the Provost.

| Name: ______________________________ | Rank/Title: ______________________________ |
| Highest Degree Earned: ____________ | Years of Service: ______ |

1. **Instructional Credits:** List courses (including lab and/or clinical) and applicable teaching credit hours. Expected standard instructional workload is 23-26 hours/week. (Use back if necessary).

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Lecture Hour</th>
<th>Clinical Hours</th>
<th>OCPD*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>153</td>
</tr>
</tbody>
</table>

*Office, Committee & Professional Dev.

Total Teaching Credits =

2. **Administrative Credits:**

<table>
<thead>
<tr>
<th>Administrative Responsibility(ies)</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator or Team Member credit</td>
<td></td>
</tr>
</tbody>
</table>

Total Administrative Credit(s)

3. **Special Projects or Program Responsibility(ies):**

<table>
<thead>
<tr>
<th>Special Project(s) or Program Responsibility(ies)</th>
<th>Credit(s)</th>
</tr>
</thead>
</table>

Total Special Project or Program Credit(s)

Total Credit

**Hours________________**

Faculty ______________________________ Date ______________________________

Chair ______________________________ Date ______________________________

**Overload Request**

The projected overload(s) for this semester for this faculty are as follows:

<table>
<thead>
<tr>
<th>Overload Course</th>
<th>Credit(s)</th>
<th>Overload Rate/Credit</th>
<th>Overload Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>LE or GS</td>
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<tr>
<td></td>
<td></td>
<td>LE or GS</td>
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</tbody>
</table>

TOTAL = $

Faculty ______________________________ Date ______________________________
Chair ___________________________________________  Date __________________________
Provost ___________________________________________  Date __________________________
School of Nursing: Meeting Agenda Template

1. Devotions

2. Minutes Approval

3. Announcements

4. Unfinished Business

4. New Business

5. Accreditation and SPE

6. Director’s Reports with status of applicants
   a. LPN-BSN
   b. RN to BSN Online
   c. INP
   d. Simulation Lab

7. Coordinator Reports
   a. Coordinator of traditional students
      i. Sophomores
      ii. Juniors
      iii. Seniors
   b. Coordinators/Advisors of Alpha Beta Nu (ABN)

8. Committee Updates
   a. F.A.M. – Faulty (Standard 2), Admission, Mission (Standard 1)
   b. S²ER – Students (Standard 3), Student Development, Ed. Policy, Resources (Standard 5)
   c. Curriculum (Standard 4)
   d. Evaluation (Standard 6)
### School of Nursing: Meeting Minute Format

<table>
<thead>
<tr>
<th>ACEN Standards</th>
<th>Alderson Broaddus University School of Nursing Committee:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>1 – Mission &amp; Adm. Capacity</td>
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<tr>
<td>2 – Faculty &amp; Staff</td>
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<td>3 – Students</td>
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<td>4 – Curriculum</td>
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<td>5 – Resources</td>
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<td>6 - Outcomes</td>
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Present: Absent: 

<table>
<thead>
<tr>
<th>Standard</th>
<th>Topic</th>
<th>Discussion</th>
<th>Decision</th>
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**Key Aspects:**

A. Prepare devotions and prayer  
B. Identify the ACEN Standards  
   1. Mission and (governance) Admission Capacity  
   2. Faculty & Staff  
   3. Students  
   4. Curriculum  
   5. Resources  
   6. Outcomes
Door Locking Procedure at Alderson Broaddus University

The Security department at Alderson Broaddus University has developed a door locking procedure for the campus. If you have any concerns about this procedure, please notify Vic Wright at 304-614-8708 or wrwrightv@ab.edu.

Unlock
- Monday-Friday: 4:00 A.M. – 6:30 A.M.
- Saturday: 4:00 A.M. – 6:30 A.M. (Only Coliseum)
- Sunday: None

Initial Lock
- Monday-Friday: 7:30 P.M. – 9:00 P.M.
- Saturday: 7:30 P.M. – 9:00 P.M. (Only Coliseum)
- Sunday: None

Final Lock
- Every day: 11:00 P.M. – 12:30 A.M.

- This is the schedule for Physical Plant personnel only. If faculty members unlock or lock doors, it is their responsibility to report this to security at security@ab.edu. If security finds a door unlocked that they are not aware of, they have been instructed to lock it and this will be reported to the Dean of the College of HSTM.

- Phone numbers for Security are:
  - 304-709-2696
  - Extension on campus: 6356
Nursing Awards

Nursing Alumni Association Award

Criteria:

1. Academic standards should be maintained at 3.0 GPA or above
2. Academic Performance:
   a. effort put forth
   b. willingness to help others
3. Clinical adequacy:
   a. competency based on skills of critical elements and professional leadership
   b. professionalism in clinical as well as academic settings
4. Efforts to improve relations with other health professionals:
   a. cooperation and relationship with doctors, PA’s, aides, and other members of the Health Care Team
   b. willingness to listen and also ask questions
5. Social involvement – campus wide
   a. acceptable social standing
   b. involvement of one or more campus activities

Nominations:

1. Nominations are according to the above criteria
2. Nursing faculty will nominate 3 students
3. Nursing faculty will vote on the three nominees

Nursing Academic Award

Criteria: To the senior with the highest average (GPA) in the nursing major (must be at least a 3.4)

Nursing Writing Award

Criteria: School of Nursing Faculty to determine “Best Writing” in nursing.

**The Philippine students are considered to be transfer students, even though they study under the identical curriculum. These students have to meet the same overall AB SON credit to be eligible. Currently, a student must have completed at least 24 semester hours of work in the department to be eligible.**
Clinical Compliance Forms

Clinical Nursing Faculty Immunization Clearance Form

Faculty Name (Please Print): _______________________________________

Submission Date: _______/_______/_______

IMMUNIZATION REQUIREMENTS

- Adult tetanus
- Rubella
- Measles
- Mumps
- Chickenpox (Varicella)

- Immunization is required with a booster every 10 years
- Immunization or titer demonstrating immunity is required
- Immunization with 2 doses of vaccine is required if born after 1956
- Immunization is required if born after 1956
- Immunization or titer demonstrating immunity or a statement verifying history of disease is required

Adult Tetanus (Td) (Date of Last Booster): _______________________________________

Rubella (Date of Immune Titer):_________or (Date of Documented History of dx)________

Measles (Dates of Vaccine):______________or (Date of Documented History of dx)________

Mumps (Date of Vaccine):_______________or (Date of Documented History of dx)________

Varicella (Chickenpox) (Date of Immune Titer):__________or (Date of Vaccine)___________

Hepatitis B Series COVID-19 Vaccinations Series: Type: _______1. _______2. __________

_I hereby certify that the information above is true and accurate._

Signature_____________________________________Date: ____/____/____
Faculty Annual Report of Health Status Form

The following documentation must be submitted to the School of Health Sciences, Clinical Compliance Officer by all nursing faculty prior to August 1st each year.

I have NOT encountered any major illnesses since last year that could affect my ability to function in clinical labs and adversely affect the health of others.

I have encountered an illness since last year that could affect my ability to function in clinical labs and adversely affect the health of others.

Please list any illnesses and course of treatment:

_____________________________________________________________________________

_____________________________________________________________________________

CPR CERTIFICATION: An American Heart Association Basic Life Support for the Health Care Provider course is required, and must be kept up-to-date at all times. A copy of the CPR card or documentation stating that the course was completed must be submitted.

CPR Card Expiration Date: ____/____/____ (Please attach copy)

TB STATUS: A PPD-Mantoux test (one-step) is required annually.

If PPD is positive, or if you have a previous history of a positive tuberculin skin test, a normal chest X-ray that has been done within the last 12 months is required, unless history of INH therapy is documented. Repeat chest X-rays are not needed unless you display signs and symptoms of TB.

You may choose to do a blood test instead of a PPD. If the blood test is positive for TB, you must provide documentation from a health care provider defining treatment and release to work in a clinical setting.

PPD on ____/____/____ Results__________________ (Please attach results)

Chest x-ray (if PPD is positive) on ____/____/____ (Please attach results)

RN License #____________________ Expiration Date____/____/____ A seasonal/annual vaccination against influenza is recommended.

I hereby certify that the information above is true and accurate.

Faculty’s Signature_____________________________________Date:____/____/____
Faculty Annual Report of Influenza Vaccination Form

Faculty Name: ________________________________________________

To the Medical Provider: This form provides documentation that the above listed faculty has received an influenza vaccination for the ________________ season. (For example: the 2015-2016 influenza season).

<table>
<thead>
<tr>
<th>Influenza Vaccination</th>
<th>Date Received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Month</td>
</tr>
</tbody>
</table>

Allergy Documentation:
If you are unable to receive the vaccine please list the reason(s) here:
___________________________________________________________________________________

Refusal of flu vaccine:
Your signature below indicates that you have refused the flu vaccine this year:

Faculty Signature: ________________________________________________

Rationale for refusal: (Please note that refusal of the vaccine may negatively affect ability to attend certain clinical experiences). _______________________________________________________________

Medical Provider*: ________________________________________________

(Please type or print legibly)

Medical Provider Signature: ___________________________ Date: __________________

*Must include credentials: (For example: CRNP/APRN, MD, DO; PAC, Registered Pharmacist, RN, LPN)

Medical Provider Address: ____________________________________________

Telephone: (____) - _____ - _______ Fax: (_____ ) - _____ - _______

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MEDICAL EXEMPTION FORM

If you are medically unable to receive required immunizations, or if you have any incomplete or missing immunizations and/or titers, and your primary medical care provider recommends that you do not receive any additional immunizations or titers, then please have your healthcare provider complete and sign this form. Please be aware that while this form meets Alderson Broaddus University’s medical requirements, it may not meet each clinical rotation site’s requirements. Final approval for clinical rotation lies with the clinical site.

In my medical opinion,

______________________________________________________________
Print Name Here

the following reason(s):

______________________________________________________________

______________________________________________________________

______________________________________________________________

Healthcare Provider Printed Name: (Please include credentials): ____________________________

Healthcare Provider’s Signature: (Please include credentials): ____________________________

Medical Provider Address:

_____________________________________________________________________________

Medical Provider Office Phone Number: ___________________________ Date: ___/___/____
Example of Letter to Request to Work Outside of AB University

Date ___________

Dear: _________________; Provost, Executive Vice President of Academic Affairs

I would like to request approval to continue my outside employment with ________________________.

I understand my services to Alderson Broaddus University always come first. This work will not interfere with my responsibilities at Alderson Broaddus University.

To stay in compliance with University policies, I am making this request in writing and seek your permission.

Thank you.

Faculty member

cc: School of Nursing Chair
    Dean of College of Health, Science, Technology, and Mathematics
§19-1. General.

1.1. Scope. -- This rule establishes the policies and standards criteria for the evaluation, approval and accreditation of colleges, departments or schools of nursing.


1.3. Filing Date. -- April 10, 2019.

1.4. Effective Date. -- April 10, 2019.

1.5. Sunset Provision. -- This rule shall terminate and have no further force or effect upon April 10, 2029.


These words and terms mean the following:

2.1. "Accredited college, department or school of nursing" means a college, department or school nursing education program which has Board Approval, or is accredited by a national nursing accreditor recognized by the United States Department of Education and therefore has Board Approval and meets the requirements of W. Va. Code §30-7-1 et seq, this rule, and any other applicable laws and rules. For purposes of considering applications for licensure, the Board recognizes nursing education programs accredited by a national nursing accreditor recognized by the United States Department of Education or approved by a comparable Board or other recognized authority in another jurisdiction. All nursing education programs shall provide evidence of current accreditation by a national nursing accrediting agency recognized by the United States Department of Education by July 1, 2022 and a program created after July 1, 2018 shall have 5 years after full Board approval to obtain this accreditation.

2.2. "Administrator employment time" means the devotion of 80% time to school administrative duties. The administrator of the nursing program's teaching responsibilities is not to exceed 6 academic semester credits per year, no more than 3 academic credits per semester.

2.3. "Associate degree program in nursing" means a program conducted by a college or university that leads to an associate degree with a major in nursing.

2.4. "Baccalaureate degree program in nursing" means a program conducted by a college or university and leads to a baccalaureate degree with a major in nursing.

2.5. "Board" means the West Virginia board of examiners for registered professional nurses.

2.6. "Board approved" means a nursing program that meets the requirements of W. Va. Code §30-7-1 et seq, this rule, and any other applicable laws and rules. For purposes of considering applications for licensure, the Board may recognize nursing education programs approved by a comparable Board or other recognized authority in another jurisdiction. Programs accredited by a national nursing accrediting agency recognized by the United States Department of Education are considered Board approved and exempt from rules related to Board approval.
2.7. "Clinical Preceptor" means a registered professional nurse in good standing in the state in which he or she is providing the preceptorship with education preparation at or above the level for which the student is preparing; who may serve as a teacher, mentor, role model or supervisor in a clinical setting, shall possess competencies related to the area of assigned clinical teaching responsibilities and has a minimum of 2 years of experience as a registered professional nurse providing direct patient care during the 5 years immediately preceding the date of the written agreement.

2.8. "College", "Department" or "School" mean a nursing education unit charged with responsibility to prepare its graduates for practice as registered professional nurses, qualified to meet licensing requirements in West Virginia. This nursing education unit may have multiple programs and may be structured in a university, college or hospital.

2.9. “Continuing Board Approval” means continuation of board approval of a nursing education program because the program based meets the requirements of W. Va. Code §30-7-1 et seq, of this rule, any other applicable laws and rules and when applicable, has current accreditation by a national nursing accrediting agency recognized by the United States Department of.

2.10. “Curriculum” means a planned nursing educational experience based on the philosophy, mission, goals and outcomes of the nursing education program. The curriculum will include clinical assignments to meet the objectives of each nursing course.

2.11. “Diploma program” means a program which is usually, but not necessarily, conducted by a hospital and leads to a diploma in nursing.

2.12. “Distance education” means a formal educational process in which the majority of the instruction in a course/program occurs when instructors and students are not physically in the same location. The educational process may use various methodologies for communication, instruction, and evaluation.

2.13. “Generic Masters degree program” means a program conducted by a university and leads to a masters degree in nursing for individuals preparing for initial licensure as a registered professional nurse.

2.14. "Governing organization" means the university, college, or other organization of which the nursing education unit is an integral part.

2.15. "Graduation" means the candidate has satisfied all requirements of the college, department or school of nursing granting the diploma or degree.

2.16. "New program" means any education program planning to prepare individuals for initial licensure that has not been Board approved and has not received a unique NCLEX-RN program code by the Board.

2.17. "Part-time faculty" means faculty employed by the nursing education program in a position with fewer hours than the organization's definition of full-time faculty status.

2.18. “Prelicensure Nursing Education Standards” means a standard prescribed by the Board for educational programs preparing persons for licensure to practice registered professional nursing.

2.19. "Provisionally approved college, department or school of nursing” means a college, department or school of nursing which has not been in operation long enough to qualify for full approval, or one which fails to meet the requirements of the law and of the Board, and has received notification of its deficiencies.

2.20. "Recommendations" means suggestions for the guidance of colleges, departments or schools of nursing in the development of their programs.

2.21. "Requirements" means mandatory conditions which a college, department or school of nursing must meet in order to be approved.
2.22. “Visit” means the on-site evaluation occurring as part of the ongoing approval process of the nursing education unit.

§19-1-3. Purposes of Nursing Education Approval.

3.1. The purposes of approval include:

3.1.a. To promote the safe practice of nursing by implementing educational standards for prelicensure nursing programs educating individuals who desire to seek licensure as a registered professional nurse;

3.1.b. To grant legal recognition to nursing education programs that meet the requirements of the Board;

3.1.c. To provide criteria for the development, evaluation and improvement of new nursing education programs; and

3.1.d. To ensure ongoing evaluation and improvement of nursing education programs.

§19-1-4. Prelicensure Nursing Education Standards.

4.1. All nursing education programs shall meet these standards:

4.1.a. The purpose and outcomes of the nursing program shall be consistent with requirements of W. Va. Code §30-7-1 et seq. of this rule, any other applicable laws and rules.

4.1.b. The purpose and outcomes of the nursing program shall be consistent with accepted standards of nursing practice appropriate for graduates of the type of nursing program offered.

4.1.c. The input of stakeholders shall be considered in developing and evaluating the purpose and outcomes of the program.

4.1.d. The nursing program shall implement a comprehensive, systematic plan for ongoing evaluation that is based on program outcomes and incorporates continuous improvement.

4.1.e. The curriculum shall provide diverse didactic and clinical learning experiences consistent with program outcomes.

4.1.f. Faculty and students shall participate in program planning, implementation, evaluation and continuous improvement.

4.1.g. The nursing program administrator shall be a professionally and academically qualified RN with institutional authority and administrative responsibility for the program.

4.1.h. Professionally, academically and clinically qualified nurse faculty shall be sufficient in number and expertise to accomplish program outcomes and quality improvement.

4.1.i. The fiscal, human, physical, clinical and technical learning resources shall be adequate to support program processes, security and outcomes.

4.1.j. Program information communicated by the nursing program shall be accurate, complete, consistent and readily available.

§19-1-5. Required Criteria for Prelicensure Nursing Education Programs.
5.1. The organization and administration of the nursing education program shall be consistent with the law governing the practice of nursing. The nursing education program shall be an integrated part of a governing academic institution that is accredited by an accrediting agency that is recognized by the U.S. Department of Education. The nursing education program shall provide evidence of current accreditation by a national nursing accrediting agency recognized by the United States Department of Education by July 1, 2022.

5.1.a. Curriculum. The curriculum of the nursing education program shall enable the student to develop the nursing knowledge, skills and abilities necessary for the level, scope and standards of competent nursing practice expected at the level of licensure. Curriculum will be revised as necessary to maintain a program that reflects advances in health care and its delivery.

5.1.a.1. The curriculum, as defined by nursing education, professional and practice standards, shall include:

5.1.a.1.A. Experiences that promote the development and subsequent demonstration of evidence-based clinical judgment, skill in clinical management, and the professional commitment to collaborate in continuously improving the quality and safety of the healthcare system for patients;

5.1.a.1.B. Evidence-based learning experiences and methods of instruction, including distance education methods, consistent with the written curriculum plan.

5.1.a.1.C. Curriculum content including, but not limited to:

5.1.a.1.C.1. Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice;

5.1.a.1.C.2. Content regarding professional responsibilities, legal and ethical issues, history and trends in nursing and health care; and

5.1.a.1.C.3. Didactic content and supervised clinical experience in the prevention of illness and the promotion, restoration and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social and economic backgrounds. Patient experiences will occur in a variety of clinical settings and will include:

5.1.a.1.C.3.(a). Integrating patient safety principles throughout the didactic and clinical coursework.

5.1.a.1.C.3.(b). Implementing evidence-based practice to integrate best research with clinical expertise and patient values for optimal care, including skills to identify and apply best practices to nursing care.

5.1.a.1.C.3.(c). Providing patient-centered, culturally competent care that recognizes that the patient or designee is the source of control and full partner in providing coordinated care by: (a) Respecting patient differences, values, preferences and expressed needs; (b) Involving patients/designees in decision-making and care management; (c) Coordinating and managing patient care across settings; (d) Explaining appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles.

5.1.a.1.C.3(d). Collaborating with interprofessional teams to foster open communication, mutual respect, and shared decision-making in order to achieve quality patient care.

5.1.a.1.C.3(e). Participating in quality improvement processes to monitor patient care outcomes, identify possibility of hazards and errors, and collaborate in the development and testing of changes that improve the quality and safety of health care systems.
5.1.a.1.C.3(f). Using information technology to communicate, mitigate error and support decision making.

5.1.a.1.D. Faculty supervised clinical practice shall include development of skills in direct patient care; making clinical judgments; care and management of both individuals and groups of patients across the lifespan; and delegation to and supervision of, as appropriate to level of education, other health care providers.

5.1.a.1.D.1. The program shall provide clinical hours comparable to those provided by an approved program of equivalent size and program type or, in the case of no equivalent program, clinical hours scaled relative to an approved program.

5.1.a.1.D.2. Clinical experiences shall be supervised by qualified faculty.

5.1.a.1.D.3. All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.

5.1.a.1.D.4. Measurement of students’ competencies shall focus on the students’ demonstration of care management and decision making skills when providing patient care in a variety of clinical situations and care settings.

5.1.a.1.E. Delivery of instruction by distance education methods must be consistent with the program curriculum plan and enable students to meet the goals, competencies and outcomes of the educational program and standards of the Board.

5.1.b. Students.

5.1.b.1. The program shall provide students the opportunity to acquire and demonstrate the knowledge, skills, and abilities required for safe and effective nursing practice, in theory and clinical experience, through faculty supervision.

5.1.b.2. The program shall hold students accountable for professional behavior, including honesty and integrity, while in their program of study.

5.1.b.3. All policies relevant to applicants and students shall be readily available in writing.

5.1.b.4. Students shall meet health standards and criminal background check requirements for clinical placements.

5.1.c. Administrator qualifications.

5.1.c.1. Administrator qualifications in a program shall include:

5.1.c.1.A. A current, active RN license or privilege to practice that is not encumbered and meets requirements of the Board;

5.1.c.1.B. A graduate degree in nursing for baccalaureate nursing education programs and for associate degree nursing programs;

5.1.c.1.C. Educational preparation or experience in teaching and knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation; and

5.1.c.1.D. A current knowledge of registered nursing practice

5.1.d. Faculty.
5.1.d.1. There shall be sufficient number of qualified faculty to meet the outcomes and purposes of the nursing education program.

5.1.d.2. The nursing faculty shall hold a current, active RN license or privilege to practice that is not encumbered and meets requirements of the Board.

5.1.d.3. Faculty supervising clinical experiences shall hold a current active RN license or privilege to practice that is not encumbered and meets requirements in the jurisdiction where the clinical practicum is conducted.

5.1.d.4. Faculty who teach in a program shall be academically and experientially qualified and meet the qualifications contained in this rule.

5.1.d.5. Interprofessional faculty teaching non-clinical nursing courses shall have advanced preparation appropriate for the content being taught.

5.1.d.6. Clinical preceptors shall possess competencies related to the area of assigned clinical teaching responsibilities and will serve as role models and educators for students. Clinical preceptors may be used to enhance faculty-directed clinical learning experiences. Clinical preceptors shall have an unencumbered license to practice as a nurse at or above the level for which the student is being prepared, in the jurisdiction where they are precepting students.

§19-1-6. Faculty of the Nursing Education Unit.

6.1. Nursing faculty members, both full and part-time shall be academically and professionally qualified and shall:

6.1.a. Full-time nursing faculty members shall:

6.1.a.1. Have a graduate degree with a major in nursing; have a bachelor’s degree with a major in nursing and be enrolled in a graduate degree program with a major in nursing within one year of employment as a faculty member; or have a bachelor’s degree with a major in nursing and at least 10 years of direct patient care experience in nursing.

6.1.a.2. Have evidence of current experience in nursing practice and education sufficient to demonstrate professional competence. For faculty with less than two years experience in education, the nursing program administrator will submit to the Board mentoring and orientation plans as defined by Board guidelines and function under the guidance of a faculty member fully qualified in the specific teaching area and professional competence; and

6.1.a.3 Have credentials which verify status as a registered professional nurse in West Virginia.

6.1.b. Part-time nursing faculty members shall:

6.1.b.1. Have a graduate degree with a major in nursing; have a bachelor’s degree with a major in nursing and be enrolled in a graduate degree program with a major in nursing within one year of employment as a faculty member; or have a bachelor’s degree with a major in nursing and at least two years of direct patient care experience in nursing;

6.1.b.2 Have evidence of current experience in nursing practice and education sufficient to demonstrate professional competence. For faculty with less than two years’ experience in education, the nursing program administrator will submit to the Board mentoring and orientation plans as defined by Board guidelines and function under the guidance of a faculty member fully qualified in the specific teaching area and professional competence; and

6.1.b.3 Have credentials which verify status as a registered professional nurse in West Virginia.
6.1.c. The board may grant an exception to the requirements in 30-7-5a(a) and 30-7-5a(b) for faculty members who have qualifications other than those set forth in these subsections which are acceptable to the board.

6.2. Malpractice insurance for nursing faculty. The faculty shall have liability insurance for clinical practice required in nursing education courses.

§19-1-7. Students in the Nursing Education Unit.

7.1. The nursing education unit shall base the selection and admission of students on established criteria, and be consistent in the recruitment and admission of students, and shall determine student enrollment by the clinical and teaching facilities available and by the numbers of nursing faculty. Enrollment into the nursing education program may not increase if the program does not have full approval by the Board. An increase in enrollment of greater than 10% must have prior approval by the Board.

7.2. Student policies. All policies relevant to applicants and students shall be readily available in writing.

7.3. Liability insurance for students. Students shall be covered by liability insurance for clinical practice.

7.4. Students shall adhere to the standards for professional conduct as stated in the Board’s rule, Standards for Professional Nursing Practice, 19CSR10, and are subject to disciplinary action by the Board for acts of professional misconduct as defined in the Board’s rule, Professional Misconduct, 19CSR3.


8.1. The curriculum of each nursing education program within the nursing education unit shall be based on the philosophy or mission and goals or outcomes of the nursing education unit.

8.1.a. The curriculum shall incorporate the concepts of nursing process and the standards for nursing practice as defined in the Board’s rule, Standards for Professional Nursing, 19CSR10. Clinical assignments shall be designed to meet the objectives of each nursing course. Faculty shall provide evidence of ongoing review and updating of instructional materials, lecture notes, handouts and resources provided to students to ensure students receive current information and standards of practice.

8.1.b. Curricula for programs offering the diploma, the associate degree, baccalaureate degree, generic masters, accelerated programs, cohorts, sites, or distance education in nursing shall include theory and practice in nursing, encompassing the attainment and maintenance of physical and mental health and the prevention of illness for individuals and groups throughout the life process.

8.2. The nursing courses shall be supported by content which meet the requirements of the governing organization, including biological, physical, social and behavioral science content to provide a foundation for safe and effective nursing practice.

8.3. Simulation. A prelicensure nursing education program (“program”) may use simulation as a substitute for traditional clinical experiences, not to exceed fifty percent (50%) of its clinical hours. A program that uses simulation shall adhere to the standards set in this section.

8.3.a. Evidence of Compliance. A program shall provide evidence to the Board of Nursing that these standards have been met.

8.3.a.1. The program shall have an organizing framework that provides adequate fiscal, human, and material resources to support the simulation activities.
8.3.a.2. Simulation activities shall be managed by an individual who is academically and experientially qualified. The individual shall demonstrate continued expertise and competence in the use of simulation while managing the program.

8.3.a.3. There shall be a budget that will sustain the simulation activities and training of the faculty.

8.3.b. Facilities and Resources. The program shall have appropriate facilities for conducting simulation. This shall include educational and technological resources and equipment to meet the intended objectives of the simulation.

8.3.c. Faculty Preparation. Faculty involved in simulations, both didactic and clinical, shall have training in the use of simulation. Faculty involved in simulations, both didactic and clinical, shall engage in on-going professional development in the use of simulation.

8.3.d. Curriculum. The program shall demonstrate that the simulation activities are linked to programmatic outcomes.

8.3.e. Policies and Procedures. The program shall have written policies and procedures on the following:

   8.3.e.1. short-term and long-term plans for integrating simulation into the curriculum;
   8.3.e.2. method of debriefing each simulated activity; and
   8.3.e.3. plan for orienting faculty to simulation.

8.3.f. Evaluation. The program shall develop criteria to evaluate the simulation activities and students shall evaluate the simulation experience on an ongoing basis.

8.3.g. Annual Report. The program shall include information about its use of simulation in its annual report to the Board of Nursing.

§19-1-9. Establishment of a New Prelicensure Nursing Education Program.

9.1. The application fee for establishing a new program of a professional nursing education program is fifty dollars ($50). A governing institution that plans to establish a new nursing education program for the preparation of practitioners of registered professional nursing shall complete and submit such application for approval to the Board in at least thirty (30) days prior to a regularly scheduled Board meeting and in advance of the expected opening date.

9.2. Approval for admission of students: The proposed program shall provide the Board with verification that the following program components and processes have been completed:

   9.2.a. Employment of a program administrator to develop the program;
   9.2.b. Overview of the total curriculum, including the content, sequence of courses, course description, contracts with clinical agencies, program evaluation plan and course syllabi for the first year with identified timeline for the submission of syllabi for the next years;
   9.2.c. Establishment of student policies for admission, progression, retention and graduation.

9.3 If all standards for approval are met, the program shall receive provisional approval and shall be authorized to admit students to the program.

9.4. Following receipt of the first calendar year report of performance of graduates on the national licensure examination, the Board shall conduct a visit to determine if all standards for approval of a nursing education program have been met. The Board may:

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9.4.a. grant full approval if standards of a nursing education program are met;

9.4.b. continue provisional approval and provide to the nursing program administrator a written notice of deficiencies that establishes a reasonable time, based upon the number and severity of deficiencies, to correct deficiencies.

§19-1-10. Continuing Approval of Prelicensure Education Programs.

10.1. Visits and evaluation: The Board, through its executive director and/or other qualified persons, shall evaluate all non-national nursing accredited nursing education programs every other year until the program receives national nursing accreditation. The Board shall review and analyze various sources of information regarding program performance, including, but not limited to:

10.1.a. Evidence of seeking national nursing accreditation by an accrediting agency approved by the U.S. Department of Education. National nursing accreditation shall be obtained within 5 years of the Board’s full approval of the new program;

10.1.b Results of ongoing program evaluations;

10.1.c. Other evidence regarding achievement of program outcomes including, but not limited to student retention, attrition and on-time graduation rates; sufficient type and number of faculty, faculty competence and faculty retention and turnover; adequate laboratory, simulation and clinical learning experiences; NCLEX-RN pass rates which are at least 80% for first-time test-takers in the last calendar year; trend data and action planning related to NCLEX-RN performance, employer and graduate satisfaction; performance improvement initiative related to program outcomes and program complaints or grievances review and resolution. nursing education programs accredited by the Board, including all satellite sites of any program.

10.2. Maintenance of Board Approval Status. A nursing program without national accreditation shall maintain approval as set forth in this rule. A national nursing accredited education unit shall maintain national nursing accreditation and submit to the Board a copy of all national nursing accreditation reports, recommendations, annual reports and final decisions for each national nursing accreditation visit once received or sent by the program within 30 days of the program's receipt or submission of the report.

10.3. Program visits to a new nursing program shall be conducted as outlined by the board. Additional program visits to a non national nurse accredited program shall be conducted if:

10.3.a. the director of the nursing program changes;

10.3.b. a major curriculum change is proposed; and/or

10.3.c. a complaint has been submitted to the Board.

10.4. Board approval of an existing program when ownership and control are changed. When a governing organization contemplates a change of ownership and control of a program, it shall send notice of the intended change to the Board 90 days prior to the effective date of the intended change. The owner or governing organization expecting to assume responsibility for the program shall immediately make application for Board approval. If the Board determines the owner or governing organization which will be responsible for the new program meets the criteria for approval and will comply with the recommendations of the Board, it may be provisionally approved.

10.5. A distance-learning program shall establish a means for assessing individual student and program outcomes.

10.6. Expansion of a non-national nursing accredited nursing education program requires agreement from the Board if the program seeks greater than a 10% expansion. Only those programs with full approval status may submit requests to the Board to initiate expansion of a program.

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§19-1-11. Loss of Board Approval or National Nursing Accreditation.

11.1. The Board shall immediately withdraw approval of a program if the program’s national nursing accreditation is lost. Board approval shall be granted once the nursing program’s national accreditation is fully reinstated. Any program seeking approval by the Board which does not have national accreditation must submit an application as a new program and meet all new program requirements contained in this rule.

11.1.a. Factors jeopardizing program Board approval of a non-national nurse accredited program shall include but may not be limited to:

11.1.a.1. deficiencies in compliance with this rule, student retention, attrition and on-time graduation rates;

11.1.a.2. utilization of students to meet staffing needs in health care facilities and/or sufficient/adequate type and number of faculty, faculty competence and faculty retention/turnover;

11.1.a.3. noncompliance with school's stated philosophy/mission, program design, objectives/outcomes, and/or policies;

11.1.a.4. continual failure to submit records and reports to the Board office within designated time frames;

11.1.a.5. failure to provide sufficient variety and number of clinical learning opportunities for students to achieve stated objectives/outcomes and/or inadequate laboratory and simulation learning experiences;

11.1.a.6. failure to comply with Board requirements or to respond to Board recommendations within a specified time;

11.1.a.7. student enrollments without sufficient faculty, facilities and/or patient census;

11.1.a.8. failure to maintain at least 80% passing rate on the licensure examination by first-time candidates;

11.1.a.9. failure of the program dean or director to document annually the currency of faculty licenses;

11.1.a.10. failure to maintain adequate budget to meet the needs of the program; or

11.1.a.11. other activities or situations that demonstrate to the Board that a program is not meeting legal requirements and standards.

11.2. Loss of approval through change of organization. When a program changes ownership or control, the Board shall automatically withdraw approval. The new owner or organization shall comply with the provisions of subsection 7.4. of this rule to continue the nursing education program.

11.3. Provisional approval for failure to meet standards. At the Board's discretion, it may grant provisional approval to a nursing education program during the time in which it takes corrective action in order to meet the standards set forth in this rule.

11.4 Any non-national nursing accredited professional nursing education program having a 20% or higher failure rate on the national licensure examination, shall receive a warning from the Board. If changes, correction and/or adjustments relative to faculty, facilities, student admission, curriculum content, and/or methods of teaching are not initiated within a specified time and such action approved by the Board, the Board may impose additional requirements or restrictions on the program.

§19-1-12. Closing of a Program.

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12.1. The governing organization shall advise the Board in writing of the intent to close a nursing education program at least 6 months prior to the planned closing date. The governing organization shall submit a plan for safeguarding the quality of instruction and practice during the closing period.

12.2. The governing organization shall ensure that all standards for nursing education programs are maintained and all necessary courses are taught until the last student is transferred or graduated.

12.3. The governing institution shall secure and provide for the permanent custody and storage of records of students and graduates. The Board shall be notified of the location and method of retrieving information from these records.

12.4. At the Board's discretion, it may request additional information and plans for the closing of a nursing education program and the transfer of students and records.

12.5. The Board shall automatically withdraw accreditation of the program on the day the last student completes curriculum requirements of the program that is closing.

§19-1-13. Reports.

13.1. The nursing education unit shall submit an annual report to the Board by September 1 of each year for each nursing program accredited by the Board. Non-national nursing accredited nursing education programs shall submit annual reports on forms provided by the Board. Data included in this annual report shall be determined by the Board. National nursing accredited nursing education programs shall submit a copy of the national nursing accreditor annual report to the Board.

13.2. A non-national nursing accredited nursing education unit shall submit a program evaluation report to the Board one month prior to a scheduled on-site visit to the nursing education program. The Board shall determine the format and guidelines for the submission of this report.

13.3. At the Board's discretion, it may request additional reports from a nursing education unit to include, but not be limited to, written plans for improving licensure examination pass rates of graduates and progress reports.


14.1. The nursing education unit shall provide adequate teaching facilities to accomplish the goals or outcomes of the nursing education programs. These shall include well-equipped classrooms, conference rooms, libraries, laboratories and offices for faculty members.

14.2. Comprehensive and current library resources, computer facilities, laboratory and other learning resources shall be available and accessible. The nursing faculty shall have input into the development and provision of learning resources.

14.3. The resources, facilities and services of the governing organization shall be available to and used by the nursing education unit.

14.4. The hospitals or other health care facilities and services utilized for clinical learning experiences shall be adequate in number and kind to meet program goals or outcomes. A preceptor serves as a role model and resource to students in the clinical setting in conjunction with a faculty member.

§19-1-15. Evaluation of the Nursing Education Unit.

15.1. The nursing education unit shall have an ongoing systematic evaluation of all program components which is used for development, maintenance and revision of the program. The evaluation shall include but not be limited to curriculum content review and test review.
15.2. The evaluation plan shall include measurable outcomes, e.g., licensure examination passage rate, employment patterns, graduation rates and attrition.

§19-3-14. Professional Misconduct

14.1. Conduct, including, but not limited to the following, if proven by a preponderance of evidence, constitutes professional misconduct subject to disciplinary action pursuant to W. Va. Code § 30-7-11(a)(6). The applicant or licensee:

14.1.a. failed to adhere to common and current standards for professional nursing practice, including but not limited to standards established by a national professional nursing organization, nursing research, nursing education, or the board;

14.1.b. failed to adhere to established standards in the practice setting to safeguard patient care;

14.1.c. knowingly committed an act which could adversely affect the physical or psychological welfare of a patient;

14.1.d. abandoned patients by terminating responsibility for nursing care, intervention, or observation without properly notifying appropriate personnel and ensuring the safety of patients;

14.1.e. practiced or offered to practice beyond the scope permitted by law or accepted and performed professional responsibilities that the licensee knows or has reason to know that he or she is not licensed, qualified, or competent to perform;

14.1.f. impersonated another licensed practitioner;

14.1.g. permitted another person to use the licensee's license for any purpose;

14.1.h. permitted, aided, or abetted an unlicensed, uncertified, or unregistered person to perform activities requiring a license, certificate, or registration;

14.1.i. delegated professional responsibilities to a person when the licensee delegating the responsibilities knows or has reason to know that person is not qualified by training, experience or licensure to perform them;

14.1.j. practiced registered professional nursing while his or her license is suspended, lapsed, or inactive;

14.1.k. failed to comply with terms and conditions as may be imposed by the board based upon previous disciplinary action of the board;

14.1.l. practiced professional nursing while the ability to safely and effectively practice is compromised by alcohol or drugs;

14.1.m. is addicted to a controlled substance;

14.1.n. is a chronic or persistent alcoholic;

14.1.o. engaged in dishonorable, unethical or unprofessional conduct of a character likely to deceive, defraud or harm the public or any member of the public; thus, not exercising good professional character;

14.1.p. practiced professional nursing while the ability to safely and effectively practice was compromised by physical or mental disability;

14.1.q. refused or failed to report for a physical or mental examination, including but not limited to REV 1.25.17, 06.29.17, 8-22-17, 05.07.18, 04.29.19, 6.19.19, 10.04.21, 04.2022

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laboratory or other tests, requested by the board;

14.1.r. provided false or incorrect information to an employer or potential employer regarding the status of a license, or failed to inform an employer or potential employer of a change in the status of a license;

14.1.s. knowingly falsified an application for employment;

14.1.t. knowingly provided false information regarding completion of educational programs;

14.1.u. falsified patient records, intentionally charted incorrectly;

14.1.v. improperly, incompletely, or illegibly documented the delivery of nursing care, including but not limited to treatment or medication;

14.1.w. knowingly made or filed a false report;

14.1.x. knowingly or negligently failed to file a report or record required by state or federal law;

14.1.y. willfully impeded or obstructed the filing of a report or record required by state or federal law;

14.1.z. induced another person to file a false report or obstructed the filing of a report required by state or federal law;

14.1(aa. failed to report to the board within thirty (30) days, knowledge of a violation by a registered professional nurse of W. Va. Code §§ 30-7-1 et seq., 30-15-1 et seq., this rule, any other applicable state law or rule or any applicable federal law or regulation;

14.1 bè. failed to report through proper channels a violation of any applicable state law or rule, any applicable federal law or regulation or the incompetent, unethical, illegal, or impaired practice of another person who provided health care

14.1.<=. impeded or obstructed an investigation by the board by failing to comply or respond to requests for action or information, whether the failure was known or negligent;

14.1 dd. violated any provision of W. Va. Code §30-7-1 et seq., or rules governing the practice of registered professional nursing, or a rule or order of the board, or failed to comply with a subpoena or subpoena duces tecum issued by the board;

14.1 ee. failed to register or notify the board of any changes of name or mailing address;

14.1 ff. failed to accept certified mail from the board, when mailed to the licensee’s last address on record in the board’s office;

14.1 gg. failed to disclose to the board a criminal conviction in any jurisdiction;

14.1 hh. was convicted of a misdemeanor with substantial relationship to the practice of registered professional nursing, in a court of competent jurisdiction.

14.1 ii. failed to disclose information when required by the board concerning treatment or counseling for substance abuse, or participation in any professional peer assistance program;

14.1 jj. provided false information on any application, or any other document submitted to the board for the purpose of licensure, advance practice recognition, or prescriptive authority;

14.1 kk. misappropriated medications, supplies, or personal items of a patient or employer;
14.1.ll. self-administered or otherwise took into his or her body any prescription drug in any way not in accordance with a legal, valid prescription or used any illicit drug;

14.1.mm. prescribed, dispensed, administered, mixed or otherwise prepared a prescription drug, including any controlled substance under state or federal law, not in accordance with accepted nursing practice standards or not in accordance with the board's rule Limited Prescriptive Authority For Nurses in Advanced Practice, §19 CSR 8;

14.1.nn. physically or verbally abused, or failed to provide adequate protection or safety for an incapacitated individual in the context of a nurse-patient/client relationship;

14.1.oo. used the nurse-patient/client relationship to exploit a patient or client;

14.1.pp. engaged a patient or client in sexual activity or became romantically involved with a patient or client while still responsible for the care of that patient or client;

14.1.qq. failed to maintain appropriate professional boundaries in the nurse-patient/client relationship;

14.1.rr. failed to report that his or her license to practice registered professional nursing in any other state, territory, jurisdiction or foreign nation was revoked, suspended, restricted or limited, or otherwise acted against, that he or she was subjected to any other disciplinary action by the licensing authority, or that he or she was denied licensure in any other state, territory, jurisdiction, or foreign nation;

14.1.ss. violated the confidentiality of information or knowledge concerning a patient;

14.1.tt. practiced registered professional nursing by way of telecommunications or otherwise, in any other state, territory, jurisdiction, or foreign nation, without a license to do so and not in accordance with the law of that state, territory jurisdiction, or foreign nation; or

14.1.uu. was found guilty for improper professional practice or professional misconduct by a duly authorized professional disciplinary agency or licensing or certifying body or board in this or another state or territory, where the conduct upon which the finding was based would, if committed in this state, constitute professional misconduct under the laws of this state, may serve as a basis for disciplinary action by this board.

14.2. Upon a finding of probable cause that a basis for disciplinary action exists, the board may require a licensee or a person applying for licensure to practice as a registered professional nurse in this state to submit to a physical or psychological examination by a practitioner approved by the board. Any individual who applies for or accepts the privilege of practicing as a registered professional nurse in this state is considered to have given consent to submit to all such examinations when requested to do so in writing by the board and to have waived all objections to the admissibility of the testimony or examination report of any examining practitioner on the ground that the testimony or report is a privileged communication. If an applicant or licensee fails or refuses to submit to any examination under circumstances which the board finds are not beyond his or her control, that failure is prima facie evidence of his or her inability to practice as a registered professional nurse competently and in accordance with accepted standards for professional practice. A licensee or person applying for licensure as a registered professional nurse who is adversely affected by this provision may request a hearing within thirty days of any action taken by the board.

14.3. Based on the nature of the complaint filed against the licensee, technician, or of the information received about an applicant, the board may require the technician or applicant to request and submit to the board the results of a state and a national electronic criminal history records check by the State Police.

14.3.a. The licensee, technician, or applicant under investigation shall furnish to the State Police a full set of fingerprints and any additional information required to complete the criminal history records check.

14.3.b. The licensee, technician, or applicant under investigation is responsible for any fees required by the State Police in order to complete the criminal history records check.
14.3.c. The board may require the licensee, technician, or applicant to obtain an electronic criminal history records from a similar agency in the state of the technician or applicant’s residence, if outside of West Virginia.

14.3.d. Instead of requiring the licensee, technician, or applicant under investigation to apply directly to the State Police for the criminal history records checks, the board may contract with a private vendor to provide the services required in this subsection.

14.3.e. The board may deny licensure or certification or take disciplinary action against any licensee, technician, or applicant who fails or refuses to submit the criminal history records checks required by this subsection.

14.4. If the board finds that public health, safety and welfare requires emergency action and incorporates a finding to that effect into its order, the board shall order summary suspension of a license pending proceedings for revocation of the license or other action. The board shall promptly institute and determine further disciplinary action. A licensee whose license has been summarily suspended is entitled to a hearing not less than twenty (20) days after the license was summarily suspended. The licensee may waive his or her right to a hearing on the summary suspension within the twenty (20) day period.

Title 19 - Legislative Rule

WV Board of Examiners for Registered Professional Nurses

Series 10

Standards for Professional Nursing Practice

§19-10-1. General

1.1. Scope – this rule establishes standards of safe practice for the registered professional nurse, and serves as a guide for the Board in evaluating nursing care to determine if it is safe and effective.

1.1.2. Authority – WV Code ’30-7-4

1.1.3. Filing Date – March 31, 1994

1.1.4. Effective Date – April 1, 1994

§19-10-2. Standards Related to the Registered Professional Nurse’s Responsibility to Implement the Nursing Process.

2.1. The registered professional nurse shall conduct and document nursing assessments of the health status of individuals and groups by:

2.1.1. Collecting objective and subjective data from observations, examinations, interviews, and written records in an accurate and timely manner. The data includes but is not limited to:

2.1.1.a. The client’s knowledge and perception about health status and potential, or maintaining health status;

2.1.1.b. Consideration of the client’s health goals;

2.1.1.c. The client’s biophysical and emotional status;

2.1.1.d. The client’s growth and development;

2.1.1.e. The client’s cultural, religious and socio-economic background;

2.1.1.f. The client’s ability to perform activities of daily living;

2.1.1.g. The client’s patterns of coping and interacting;

2.1.1.h. Environmental factors (e.g., physical, social, emotional, and ecological);

2.1.1.i. Available and accessible human and material resources;

2.1.1.j. The client’s family health history; and

2.1.1.k Information collected by other health team members.

2.1.2. Sorting, selecting, reporting, and recording the data; and

2.1.3. Continuously validating, refining, and modifying the data by utilizing all available resources, including interaction with the client, the client’s family and significant others, and health team members.
The registered professional nurse shall establish and document nursing diagnoses and/or client care needs which serve as the basis for the plan of care.

The registered professional nurse shall identify expected outcomes individualized to the client and set realistic and measurable goals to implement the plan of care.

The registered professional nurse shall develop and modify the plan of care based on assessment and nursing diagnosis and/or patient care needs. This includes:

- Identifying priorities in the plan of care:
- Prescribing nursing intervention(s) based upon the nursing diagnosis and/or patient care needs;
- Identifying measures to maintain comfort, to support human functions and responses to maintain an environment conducive to well being, and to provide health teaching and counseling.

The registered professional nurse shall implement the plan of care by:

- Initiating nursing interventions through:
  - Writing nursing orders and/or directives;
  - Providing direct care;
  - Assisting with care; and
  - Delegating and supervising nursing care activities.
- Providing an environment conducive to safety and health;
- Documenting nursing interventions and responses to care; and
- Communicating nursing interventions and responses to care to other members of the health care team.

The registered professional nurse shall evaluate patient outcomes and the responses of individuals or groups to nursing interventions. Evaluation shall involve the client, the client’s family and significant others, and other health team members.

- Evaluation data shall be documented and communicated to other members of the health care team.
- Evaluation data shall be used as a basis for reassessing the client’s health status, modifying nursing diagnoses and/or patient care needs, revising plans of care, and prescribing changes in nursing interventions.

§19-10-3. Standards Related to the Registered Professional Nurse’s Responsibility as a Member of the Nursing Profession

- The registered professional nurse shall know the statutes and rules governing nursing and function within the legal boundaries of nursing practice.
- The registered professional nurse shall accept responsibility for his or her individual nursing actions and competence.
- The registered professional nurse shall obtain instruction and supervision as necessary when implementing nursing techniques or practices.
- The registered professional nurse shall function as a member of the health team.
- The registered professional nurse shall collaborate with other members of the health team to provide optimum patient care.
- The registered professional nurse shall consult with nurses and other health team members and make referrals as necessary.
- The registered professional nurse shall contribute to the formulation, interpretation, implementation and evaluation of the objectives and policies related to nursing practice within the employment setting.
- The registered professional nurse shall participate in the systematic evaluation of the quality and effectiveness of nursing practice.
- The registered professional nurse shall report unsafe nursing practice to the Board and unsafe practice conditions to recognized legal authorities.
- The registered professional nurse shall delegate to another only those nursing measures which that person is prepared or qualified to perform.
- The registered professional nurse shall supervise others to whom nursing interventions are delegated.
3.12. The registered professional nurse shall retain professional accountability for nursing care when delegating nursing interventions.

3.13. The registered professional nurse shall conduct practice without discrimination on the basis of age, race, religion, sexual preference, socio-economic status, national origin, handicap, or disease.

3.14. The registered professional nurse shall respect the dignity and rights of clients regardless of social or economic status, personal attributes, or nature of the client’s health problems.

3.15. The registered professional nurse shall respect the client’s right to privacy by protecting confidential information unless obligated by law to disclose the information.

3.16. The registered professional nurse shall respect the property of clients, family, significant others, and the employer.

3.17. The registered professional nurse assuming advanced practice shall be qualified to do so through education and experience as set forth in WV Code ’30-7-1 et seq. and the rule governing Announcement of Advance Practice, 19 WV CSR 7.
American Nurses Association Standards of Practice

Standard 1. Assessment - The registered nurse collects comprehensive data pertinent to the healthcare consumer’s health and/or the situation.

Standard 2. Diagnosis - The registered nurse analyzes the assessment data to determine the diagnoses or the issues.

Standard 3. Outcomes Identification - The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4. Planning - The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

Standard 5. Implementation - The registered nurse implements the identified plan.
  • Standard 5A. Coordinator of Care – The registered nurse coordinates care delivery.
  • Standard 5B. Health Teaching and Health Promotion – The registered nurse employs strategies to promote health and a safe environment.
  • Standard 5C. Consultation – The graduate-level prepared specialty nurse or advanced practice registered nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.
  • Standard 5D. Prescriptive Authority and Treatment – The advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations.


Standard 7. Ethics - The registered nurse practices ethically.

Standard 8. Education - The registered nurse attains knowledge and competence that reflects current nursing practice.

Standard 9. Evidence-Based Practice and Research – The registered nurse integrates evidence and research findings into practice.

Standard 10. Quality of Practice – The registered nurse contributes to quality nursing practice.

Standard 11. Communication – The registered nurse communicates effectively in all areas of practice.

Standard 12. Leadership – The registered nurse demonstrates leadership in the professional practice setting and the profession.

Standard 13. Collaboration – The registered nurse collaborates with the healthcare consumer, family, and others in the conduct of nursing practice.

Standard 14. Professional Practice Evaluation – The registered nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

Standard 15. Resource Utilization – The registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.


# QSEN Competencies

## PATIENT-CENTERED CARE

**Definition:** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
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</thead>
<tbody>
<tr>
<td>Integrate understanding of multiple dimensions of patient centered care:</td>
<td>Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care</td>
<td>Value seeing health care situations “through patients’ eyes”</td>
</tr>
<tr>
<td>- patient/family/community preferences, values</td>
<td>Communicate patient values, preferences and expressed needs to other members of health care team</td>
<td>Respect and encourage individual expression of patient values, preferences and expressed needs</td>
</tr>
<tr>
<td>- coordination and integration of care</td>
<td>Provide patient-centered care with sensitivity and respect for the diversity of human experience</td>
<td>Value the patient’s expertise with own health and symptoms</td>
</tr>
<tr>
<td>- information, communication, and education</td>
<td></td>
<td>Seek learning opportunities with patients who represent all aspects of human diversity</td>
</tr>
<tr>
<td>- physical comfort and emotional support</td>
<td></td>
<td>Willingly support patient-centered care for individuals and groups whose values differ from own</td>
</tr>
<tr>
<td>- involvement of family and friends</td>
<td></td>
<td></td>
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<tr>
<td>- transition and continuity</td>
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<tr>
<td>Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values</td>
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</tr>
<tr>
<td>Demonstrate comprehensive understanding of the concepts of pain and suffering, including physiologic models of pain and comfort.</td>
<td>Assess presence and extent of pain and suffering</td>
<td>Recognize personally held values and beliefs about the management of pain or suffering</td>
</tr>
<tr>
<td>- Assess levels of physical and emotional comfort</td>
<td>Elicit expectations of patient &amp; family for relief of pain, discomfort, or suffering</td>
<td>Appreciate the role of the nurse in relief of all types and sources of pain or suffering</td>
</tr>
<tr>
<td>- Initiate effective treatments to relieve pain and suffering in light of patient values, preferences and expressed needs</td>
<td></td>
<td>Recognize that patient expectations influence outcomes in management of pain or suffering</td>
</tr>
<tr>
<td>Examine how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families</td>
<td>Remove barriers to presence of families and other designated surrogates based on patient preferences</td>
<td>Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care</td>
</tr>
<tr>
<td>- Examine common barriers to active involvement of patients in their own health care processes</td>
<td>Assess level of patient’s decisional conflict and provide access to resources</td>
<td>Respect patient preferences for degree of active engagement in care process</td>
</tr>
<tr>
<td>- Describe strategies to empower patients or families in all aspects of the health care process</td>
<td>Engage patients or designated surrogates in active partnerships that promote health, safety and well-being, and self-care management</td>
<td>Respect patient’s right to access to personal health records</td>
</tr>
<tr>
<td>Explore ethical and legal implications of patient-centered care</td>
<td>Recognize the boundaries of therapeutic relationships Facilitate informed patient consent for care</td>
<td>Acknowledge the tension that may exist between patient rights and the organizational responsibility for professional, ethical care</td>
</tr>
<tr>
<td>- Describe the limits and boundaries of therapeutic patient-centered care</td>
<td></td>
<td>Appreciate shared decision-making with empowered patients and families, even when conflicts occur</td>
</tr>
</tbody>
</table>
Discuss principles of effective communication
Describe basic principles of consensus building and conflict resolution
Examine nursing roles in assuring coordination, integration, and continuity of care
Assess own level of communication skill in encounters with patients and families
Participate in building consensus or resolving conflict in the context of patient care
Communicate care provided and needed at each transition in care
Value continuous improvement of own communication and conflict resolution skills

TEAMWORK AND COLLABORATION

**Definition:** Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

<table>
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<tr>
<td>Describe own strengths, limitations, and values in functioning as a member of a team</td>
<td>Demonstrate awareness of own strengths and limitations as a team member Initiate plan for self-development as a team member Act with integrity, consistency and respect for differing views</td>
<td>Acknowledge own potential to contribute to effective team functioning Appreciate importance of intra- and inter-professional collaboration</td>
</tr>
<tr>
<td>Describe scopes of practice and roles of health care team members Describe strategies for identifying and managing overlaps in team member roles and accountabilities Recognize contributions of other individuals and groups in helping patient/family achieve health goals</td>
<td>Function competently within own scope of practice as a member of the health care team Assume role of team member or leader based on the situation Initiate requests for help when appropriate to situation Clarify roles and accountabilities under conditions of potential overlap in team member functioning Integrate the contributions of others who play a role in helping patient/family achieve health goals</td>
<td>Value the perspectives and expertise of all health team members Respect the centrality of the patient/family as core members of any health care team Respect the unique attributes that members bring to a team, including variations in professional orientations and accountabilities</td>
</tr>
<tr>
<td>Analyze differences in communication style preferences among patients and families, nurses and other members of the health team Describe impact of own communication style on others Discuss effective strategies for communicating and resolving conflict</td>
<td>Communicate with team members, adapting own style of communicating to needs of the team and situation Demonstrate commitment to team goals Solicit input from other team members to improve individual, as well as team, performance Initiate actions to resolve conflict</td>
<td>Value teamwork and the relationships upon which it is based Value different styles of communication used by patients, families and health care providers Contribute to resolution of conflict and disagreement</td>
</tr>
<tr>
<td>Describe examples of the impact of team functioning on safety and quality of care Explain how authority gradients influence teamwork and patient safety</td>
<td>Follow communication practices that minimize risks associated with handoffs among providers and across transitions in care</td>
<td>Appreciate the risks associated with handoffs among providers and across transitions in care</td>
</tr>
</tbody>
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| Identify system barriers and facilitators of effective team functioning | Participate in designing systems that support effective teamwork | Value the influence of system solutions in achieving effective team functioning |

**EVIDENCE-BASED PRACTICE (EBP)**

**Definition:** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

<table>
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<tr>
<td>Demonstrate knowledge of basic scientific methods and processes Describe EBP to include the components of research evidence, clinical expertise and patient/family values.</td>
<td>Participate effectively in appropriate data collection and other research activities Adhere to Institutional Review Board (IRB) guidelines Base individualized care plan on patient values, clinical expertise and evidence</td>
<td>Appreciate strengths and weaknesses of scientific bases for practice Value the need for ethical conduct of research and quality improvement Value the concept of EBP as integral to determining best clinical practice</td>
</tr>
<tr>
<td>Differentiate clinical opinion from research and evidence summaries Describe reliable sources for locating evidence reports and clinical practice guidelines</td>
<td>Read original research and evidence reports related to area of practice Locate evidence reports related to clinical practice topics and guidelines</td>
<td>Appreciate the importance of regularly reading relevant professional journals</td>
</tr>
<tr>
<td>Explain the role of evidence in determining best clinical practice Describe how the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care</td>
<td>Participate in structuring the work environment to facilitate integration of new evidence into standards of practice Question rationale for routine approaches to care that result in less-than-desired outcomes or adverse events</td>
<td>Value the need for continuous improvement in clinical practice based on new knowledge</td>
</tr>
<tr>
<td>Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences</td>
<td>Consult with clinical experts before deciding to deviate from evidence-based protocols</td>
<td>Acknowledge own limitations in knowledge and clinical expertise before determining when to deviate from evidence-based best practices</td>
</tr>
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</table>

**QUALITY IMPROVEMENT (QI)**
**Definition:** Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

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<tr>
<td>Describe strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice</td>
<td>Seek information about outcomes of care for populations served in care setting Seek information about quality improvement projects in the care setting</td>
<td>Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals</td>
</tr>
<tr>
<td>Recognize that nursing and other health professions students are parts of systems of care and care processes that affect outcomes for patients and families Give examples of the tension between professional autonomy and system functioning</td>
<td>Use tools (such as flow charts, cause-effect diagrams) to make processes of care explicit Participate in a root cause analysis of a sentinel event</td>
<td>Value own and others’ contributions to outcomes of care in local care settings</td>
</tr>
<tr>
<td>Explain the importance of variation and measurement in assessing quality of care</td>
<td>Use quality measures to understand performance Use tools (such as control charts and run charts) that are helpful for understanding variation Identify gaps between local and best practice</td>
<td>Appreciate how unwanted variation affects care Value measurement and its role in good patient care</td>
</tr>
<tr>
<td>Describe approaches for changing processes of care</td>
<td>Design a small test of change in daily work (using an experiential learning method such as Plan-Do-Study-Act) Practice aligning the aims, measures and changes involved in improving care Use measures to evaluate the effect of change</td>
<td>Value local change (in individual practice or team practice on a unit) and its role in creating joy in work Appreciate the value of what individuals and teams can do to improve care</td>
</tr>
</tbody>
</table>

**SAFETY**

**Definition:** Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

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<tr>
<td>Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as, work-arounds and dangerous abbreviations) Describe the benefits and limitations of selected safety-enhancing technologies (such as, barcodes, Computer Provider Order Entry, medication pumps, and automatic alerts/alarms) Discuss effective strategies to reduce reliance on memory</td>
<td>Demonstrate effective use of technology and standardized practices that support safety and quality Demonstrate effective use of strategies to reduce risk of harm to self or others Use appropriate strategies to reduce reliance on memory (such as, forcing functions, checklists)</td>
<td>Value the contributions of standardization/reliability to safety Appreciate the cognitive and physical limits of human performance</td>
</tr>
<tr>
<td>Delineate general categories of errors and hazards in care</td>
<td>Communicate observations or concerns related to hazards and errors to patients, families and the health care team</td>
<td>Value own role in preventing errors</td>
</tr>
<tr>
<td>Describes factors that create a culture of safety (such as, open communication strategies and organizational error reporting systems)</td>
<td>Use organizational error reporting systems for near miss and error reporting</td>
<td>Value vigilance and monitoring (even of own performance of care activities) by patients, families, and other members of the health care team</td>
</tr>
<tr>
<td>Describe processes used in understanding causes of error and allocation of responsibility and accountability (such as, root cause analysis and failure mode effects analysis)</td>
<td>Participate appropriately in analyzing errors and designing system improvements</td>
<td>Value relationship between national safety campaigns and implementation in local practices and practice settings</td>
</tr>
<tr>
<td>Discuss potential and actual impact of national patient safety resources, initiatives and regulations</td>
<td>Use national patient safety resources for own professional development and to focus attention on safety in care settings</td>
<td></td>
</tr>
</tbody>
</table>

### INFORMATICS

**Definition:** Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain why information and technology skills are essential for safe patient care</td>
<td>Seek education about how information is managed in care settings before providing care</td>
<td>Appreciate the necessity for all health professionals to seek lifelong, continuous learning of information technology skills</td>
</tr>
<tr>
<td>Identify essential information that must be available in a common database to support patient care</td>
<td>Navigate the electronic health record</td>
<td>Value technologies that support clinical decision-making, error prevention, and care coordination</td>
</tr>
<tr>
<td>Contrast benefits and limitations of different communication technologies and their impact on safety and quality</td>
<td>Document and plan patient care in an electronic health record</td>
<td>Protect confidentiality of protected health information in electronic health records</td>
</tr>
<tr>
<td>Describe examples of how technology and information management are related to the quality and safety of patient care</td>
<td>Employ communication technologies to coordinate care for patients</td>
<td>Value nurses’ involvement in design, selection, implementation, and evaluation of information technologies to support patient care</td>
</tr>
<tr>
<td>Recognize the time, effort, and skill required for computers, databases and other technologies to become reliable and effective tools for patient care</td>
<td>Respond appropriately to clinical decision-making supports and alerts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use information management tools to monitor outcomes of care processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use high quality electronic sources of healthcare information</td>
<td></td>
</tr>
</tbody>
</table>

### REFERENCES


ACEN 2017 STANDARDS AND CRITERIA
BACCALAUREATE

STANDARD 1

Mission and Administrative Capacity
The mission of the nursing education unit reflects the governing organization’s core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

1.1 The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.

1.2 The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.

1.3 The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making.

1.4 Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.

1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing and is doctorally prepared.

1.6 The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

1.7 When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.

1.8 The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.

1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.

1.10 Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.

1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

STANDARD 2

Faculty and Staff
Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of-
program student learning outcomes and program outcomes. Sufficient and qualified staff are available to
support the nursing program. Full- and part-time faculty include those individuals teaching and/or
evaluating students in didactic, clinical, and/or laboratory settings.

2.1 Full-time nursing faculty hold educational qualifications and experience as required by the
governing organization, the state, and the governing organization's accrediting agency, and
are qualified to teach the assigned nursing courses.

2.2 Part-time nursing faculty hold educational qualifications and experience as required by the
governing organization, the state, and the governing organization's accrediting agency, and
are qualified to teach the assigned nursing courses.

2.3 Non-nurse faculty teaching nursing courses hold educational qualifications and experience
as required by the governing organization, the state, and the governing organization's
accrediting agency, and are qualified to teach the assigned nursing courses.

2.4 Preceptors, when utilized, are academically and experientially qualified, oriented,
mentored, and monitored, and have clearly documented roles and responsibilities.

2.5 The number of full-time faculty is sufficient to ensure that the end-of-program student
learning outcomes and program outcomes are achieved.

2.6 Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their
performance reflects scholarship and evidence-based teaching and clinical practices.

2.7 The number and qualifications of staff within the nursing education unit are sufficient to
support the nursing program.

2.8 Faculty (full- and part-time) are oriented and mentored in their areas of responsibility.

2.9 Faculty (full- and part-time) performance is regularly evaluated in accordance with the
governing organization’s policy/procedures, and demonstrates effectiveness in assigned
area(s) of responsibility.

2.10 Faculty (full- and part-time) engage in ongoing development and receive support for
instructional and distance technologies.
STANDARD 3

Students
Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

3.1 Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes.

3.2 Public information is accurate, clear, consistent, and accessible, including the program’s accreditation status and the ACEN contact information.

3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

3.4 Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

3.5 Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.

3.6 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

3.6.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

3.6.2 Students are informed of their ethical responsibilities regarding financial assistance.

3.6.3 Financial aid records are in compliance with the policies of the governing organization, state, and federal guidelines.

3.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

3.8 Orientation to technology is provided, and technological support is available to students.

3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.
STANDARD 4

Curriculum
The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

4.1 Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.

4.2 The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

4.3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

4.4 The curriculum includes general education courses that enhance professional nursing knowledge and practice.

4.5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.

4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.

4.7 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the end-of-program student learning outcomes.

4.8 The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program student learning outcomes and program outcomes, and is consistent with the policies of the governing organization, the state, and the governing organization's accrediting agency.

4.9 Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.

4.10 Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

4.11 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the end-of-program student learning outcomes.
STANDARD 5

Resources
Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

5.2 Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students.

5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.
STANDARD 6

Outcomes
Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome. The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

a. Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.
b. Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.
c. Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.
d. Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.*
e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.
f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.

*Programs seeking initial accreditation are required to have data from the time that the program achieves candidacy with the ACEN.

6.1 The program demonstrates evidence of students’ achievement of each end-of-program student learning outcome. There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students’ attainment of each end-of-program student learning outcome.

6.2 The program demonstrates evidence of graduates’ achievement on the licensure examination. The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.

There is ongoing assessment of the extent to which graduates succeed on the licensure examination. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates’ success on the licensure examination. There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

6.3 The program demonstrates evidence of students’ achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics. There is ongoing assessment of the extent to which students complete the nursing program. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students’ completion of the nursing program. There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.
6.4 The program demonstrates evidence of graduates’ achievement in job placement. The expected level of achievement for job placement is determined by the faculty and reflects program demographics. For students who do not hold a license as a registered nurse upon admission to the program, there is ongoing assessment of the extent to which graduates are employed. For students who hold a license as a registered nurse upon admission to the program, there is ongoing assessment of the extent to which graduates are employed. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed. There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.
ACEN Committee Data Checklists

Standard 1
Assessment Methods and Required Data

____ Minutes from FAM Committee

**Criterion 1.1:**
____ Congruency Table for Mission/Philosophy/Goals of Governing Organization and Nursing Program
____ Organizational Charts (University and SON)
____ List of Student Learning and Program Outcomes University and SON

**Criterion 1.2:**
____ University Wide Committee Rosters- Found in portal for University
____ School of Nursing Committee Assignments
____ Student Advisory Council Minutes- Chair has
____ Results of Student Yearly SON Survey (#5,6,7,8,16,27,29,30)

**Criterion 1.3:**
____ Advisory Council Minutes/Attendance
____ Advisory Council Surveys
____ Support Course Luncheon Minutes/Survey results

**Criterion 1.4:**
____ Documentation of INP Partnerships
____ Partnership Contracts

**Criterion 1.5:**
____ Chair of Nursing Vita/Transcripts- Chair has

**Criterion 1.6:**
____ Chairperson’s CV- Chair has
____ Chair of Nursing Vita with WVBOERN-RN Code
____ Chair of Nursing Vita with Job Description
____ Copy of WV Title 19 Series 1 (Highlight the section outlining requirements for Director)
____ Results of Faculty Survey- Chair has

**Criterion 1.7:**
____ Valid only if SON appoints a program coordinator/directors with CV

**Criterion 1.8:**
____ 19 CSR 1 2.2
____ AB University Faculty Handbook
____ Job Description for Chair as found Nursing Faculty Handbook

**Standard 1.9:**
____ Discussion of Budget- in minutes

**Standard 1.10**
____ *Teaching Loads comparing University with SON*
____ School of Nursing Policy and Procedure Manual
____ AB Faculty Handbook
____ School of Nursing Faculty Handbook

**Standard 1.11**
____ RN to BSN Program Congruency

**Standard 2**
Assessment Methods and Required Data
Minutes from FAM Committee

**Criterion 2.1:**
- Faculty Profile Table for Full Time Staff (each semester)
- Annual CV/CE logs- collect in fall- Chair has
  - CV’s
  - CE’s
  - Nursing License
- Transcripts for Staff enrolled in higher education programs- Chair has

**Criterion 2.2:**
- Faculty Profile for Part Time Staff (each semester)
- Annual CV/CE logs- Chair has
  - CV’s
  - CE’s
  - Nursing License

**Criterion 2.3:**
- Faculty Profile for Non-Nursing

**Criterion 2.4:**
- Clinical Preceptor Form- Chair has
  - License
  - Education
  - Resume
  - Contract
- Clinical Preceptor Handbook- Chair has
  - Eligibility
  - Roles & Responsibilities
  - Site Visits/Follow-up Phone Calls

**Criterion 2.5:**
- Faculty-Student Ratio
  - Collect Data on #Faculty, #Students and End Ratio
- Faculty Workload Calculations

**Criterion 2.6:**
- Faculty Definition of Scholarships- Tenure, Promotions, Sabbatical Leave
- Faculty Development Assistance – TPSL

**Criterion 2.7:**
- Laboratory Personnel Table
  - Clinical Compliance Officer
- Administrative Assistant Personnel Table

**Criterion 2.8:**
- Documentation of New Faculty Orientation
- Mentor Plan- handbook

**Criterion 2.9:**
- Faculty Evaluation Process in the SON Faculty Handbook
- Results of Instructor Evaluations
- Results of Student Surveys
- Results of Self-Evaluations
Results of Chair Evaluations of Faculty
Results of Probationary Faculty Evaluations
Results of College-Wide Faculty Evaluations

Criterion 2.10:
Handbooks are On-Line
Standard 3
Assessment Methods and Required Data

_____ Minutes from S2ER Committee posted to NDWS (yearly)

Standard 3.1:
_____ Table 3.1 Policy Differentiation (Yearly)
_____ Ensure SON Policy & Procedure Manual on website and up-to-date (yearly)
_____ Ensure SON and AB Student Handbooks on website and up-to-date (yearly)

Standard 3.2:
_____ Ensure SON accreditation status and accrediting agency’s contact information is up-to-date and posted on AB Website
_____ Review SON website, proof and discuss in S2ER Meeting (yearly)

Standard 3.3:
_____ Ensure changes to policy/procedure are up-to-date in P&P Manual and in S2ER Minutes (yearly)
_____ Student Advisory Council (SAC) Meeting Minutes have been emailed to students and are available for review in
   Director’s office file (yearly)
_____ Signed student agreements of policy changes are in student files (yearly)
_____ End-of-Program Student Evaluations are filed in Director’s Office (yearly)

Standard 3.4:
_____ Table 3.4.A SON and AB Available Support Services and Personnel (yearly)
_____ Table 3.4 B Student Evaluation of Student Services (yearly)
_____ Table 3.4.C Student End-of-Program Evaluations (yearly)

Standard 3.5:
_____ Ensure current FERPA content posted on website and in AB Student Handbook (yearly)
_____ Ensure current FERPA documentation from Registrar’s Office is filed in SON Director’s Office (yearly)
_____ Review Self-Study documentation of guidelines for maintaining student records within the SON compared to the WVBOERN and the Higher Learning Commission. Review and document this information in S2ER minutes (yearly)

Standard 3.6:
_____ Table 3.6. AB Student Financial Aid Default Rates (yearly)

Standard 3.6.1:
_____ Table 3.6.1 SAP Policy Requirements
_____ Ensure Financial Aid Policy & Procedure up-to-date and posted in AB Undergraduate Student Catalog (yearly)
_____ Ensure student loan repayment, counseling, monitoring, support services, and lender cooperation posted to AB website and in AB Undergraduate Student Catalog

Standard 3.6.2:
_____ SON Student Loan Default Rate (yearly)
_____ Financial Aid Office Yearly Report filed in SON Director’s Office

Standard 3.6.3:
Documentation that student financial aid records are in compliance with policies of AB, state of WV, and federal Guidelines (yearly)

**Standard 3.7:**
- SON and AB Policy & Procedure on Student Complaints and Grievances reviewed, posted on website and in student handbook (yearly)
- Submitted student complaints, grievances, and appeals reviewed (yearly)
- Summary letter from Provost, regarding due process and resolution of unresolved student issues, filed in the SON Director’s Office (yearly)

**Standard 3.8:**
- Review IT requirements up-to-date in syllabi and on AB website (yearly)
- Documentation of student instructions/orientation to ExamSoft, ATI, eValue, and LMS filed in SON Director’s Office (yearly)
- Review Student Yearly Evaluation Survey Results in S2ER Committee Meeting with results filed in SON Director’s Office (yearly)

**Standard 3.9:**
- Review IT requirements and P&P up-to-date with documentation posted to syllabi, AB SON website, SON P&P Handbook, and RN-BSN Student Handbook (yearly)
- Review Student Yearly Evaluation Survey Results in S2ER Committee Meeting with results filed in SON Director’s Office (yearly)
Standard 4
Assessment Methods and Required Data

_______ Minutes from Curriculum Committee

**Standard 4.1:**
_______ Table 4.1: End-of-Program SLO’s (PSLO’s) and related competency behaviors evolve from ANA Standards of Professional Practice, AACN Essentials, NLN Standards, QSEN Competencies, and the West Virginia Standards for Professional Nursing Practice.

**Standard 4.2:**
Curriculum Mapping
_______ 4.2a Curricular Progression and Example of Skill Acquisition
_______ 4.2b Bloom’s Taxonomy and Course Objective Alignment
_______ Copies of all course TLEP’s in Binder (Chair, SON Office).

**Standard 4.3:**
_______ Curriculum meeting minutes
_______ Textbook review (Documentation included in Minutes)
_______ Faculty Course Summary
_______ SLO Assessments
_______ Test Blueprinting and Analysis
_______ Content mapping to NCLEX detailed test plan
_______ ATI Improvement Planning/NCLEX Planning Minutes
_______ ATI Improvement Plans Printed & NDWS

**Standard 4.4:**
_______ Table 4.4: Required general education courses and rationale
_______ Periodic review of curriculum for best practice in regard to support courses
_______ (Documented in Minutes)

**Standard 4.5:**
_______ Table 4.5a: Cultural, Ethnic, Diverse Concepts/ Regional, National, and Global perspectives integrated within curricula (Previous Year)
_______ Table 4.5b: QSEN Application for Addressing Safety Goals (Previous Year)

**Standard 4.6:**
_______ Table 4.6: Examples of educational theory, interprofessional collaboration, research, and current standards of practice integrated throughout curricula. (Previous Year)
_______ Interprofessional Education Day (Objectives/Evaluations).

**Standard 4.7:**
_______ Course Assessment Summaries. End-of-Program, Course Objectives, Evaluation
_______ (Previous Year)

**Standard 4.8:**
_______ Table 4.8 Credit hour Requirements congruent with AB, AB SON, WVBOERN, and HLC Requirements. (Include credits for Nursing, credits for lib. studies, credit -to-contact hour ratios, semesters needed to complete degree, how long is academic term). Explain how each level SLO progresses through program to meet PSLO’s.
_______ End of Program Survey Results Documented in Minutes
_______ Progression Plans

**Standard 4.9:**
_______ Table 4.9: Clinical/Practicum Experiences
____ Clinical Evaluation Tools (filed in student files)
____ Clinical evaluation survey results (student evaluation of clinical site, faculty evaluation of clinical site, and site evaluation of clinical)
____ Clinical Rosters with Dates (Submitted at beginning of semester).
____ List of Clinical Objectives (Submitted at beginning of semester and listed in syllabus).
____ Faculty Course Summary: Clinical Portion to include: clinical sites/experiences, Clinical Objectives (Reflecting evidence-based, contemporary and nationally established patient health and safety goals) and Examples of Support for End-of-Program (PSLO’s). Examples may include clinical assignments such as care plans, journals etc.

**Standard 4.10**
____ List of clinical sites including accreditation status, affiliation agreement dates and courses that use sites.
_____ Clinical Affiliation Agreements are reviewed and updated annually in the fall and prn. Documented in Minutes.

**Standard 4.11**
____ Table 4:11 Comparison Table of End-of-Program (PSLO’s) for RN-BSN online learning activities, online instructional materials, and evaluating methods.
____ Faculty Course Summary
____ SLO Assessments
Standard 5
Assessment Methods and Required Data

___ Minutes from S2ER Committee posted to NDWS (yearly)

**Standard 5.1:**
___ Faculty review of budget and resources in S2ER Committee Meeting (yearly)
___ Table 5.1.A SON expenses & percent total by functional category comparative with similar program (Q7yrs & prn)
___ Table 5.1.B Annual Institutional Budget (Q7yrs & prn)
___ Table 5.1.C SON Operational Budget (yearly)
___ Table 5.1.D SON Budget Comparison with another Comparable Academic Unit (Q7yrs & prn)
___ Table 5.1.E Comparison of Comparable Academic Unit and Nursing (Faculty, Students, and Budget Allocation) (Q7yrs & prn)
___ Table 5.1.F Faculty Evaluation of Budget (yearly)
___ Review of Student Yearly Evaluation Survey (yearly)
___ Review of Faculty Program Evaluations (yearly)
___ Review of End-of-Program Student Evaluations (yearly)

**Standard 5.2:**
___ Results of Faculty Program Evaluation (yearly)
___ Results of Student Yearly Evaluation Survey (yearly)
___ Results of End-of-Program Student Evaluations (yearly)
___ Table 5.2.A Classroom Facilities
___ Table 5.2.B Evaluation of Physical Resources by Nursing Faculty and Students (yearly)

**Standard 5.3:**
___ Table 5.3.A Use of Nursing Resources (yearly)
___ Table 5.3.B Library Expenditures for Nursing Databases (yearly)
___ Table 5.3.C Faculty and Student Evaluation of Learning Resources & Technology (yearly)
___ Review Skills Lab and SIMS Lab Inventory in S2ER Committee Meeting (yearly)

**Standard 5.4:**
___ Review results of RN-BSN Faculty Survey in S2ER Committee Meeting (yearly)
___ Review results of RN-BSN Student Survey in S2ER Committee Meeting (yearly)
___ Review Updated Online Nursing Library Tutorial in S2ER Committee Meeting (yearly)
Standard 6
Assessment Methods and Required Data

Minutes from Evaluation Committee

Standard 6.1: EPSLO Assessment

Results of course specific assessments for each EPSLO for SPE
Results of AB Course Assessment Data
Standardized Testing Results (ATI): Comprehensive Predictor and Leadership Content Mastery Exam for RN-BSN

Standard 6.2: NCLEX Results 3-year Aggregate. August
NCLEX Pass rates last three years. (LPN-BSN and Traditional)

Standard 6.3: Program Completion
Program Completion Rates from beginning of nursing classes to graduation For 3 year aggregate and disaggregate.
- Traditional Student Information
- LPN Student Information
- RN/BSN Information

Standard 6.4: Job Placement
Pre-licensure Job Placement Survey Results
RN-BSN Job Placement Survey Results

Maintain Systematic Plan of Evaluation and update on a continual basis.