School of Nursing
Faculty Handbook
2017

Pre-Licensure BSN Program
www.arizonacollege.edu
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**Locations and Contacts**

The purpose of the handbook is to introduce faculty to guidelines, procedures, academic expectations and student and faculty requirements and resources of the program. This handbook serves as a supplement to the Arizona College Employee Handbook. Information is current as of the date of publication and should be verified through the Arizona College General Catalog and/or the School of Nursing’s Office. College contact information is provided below.

<table>
<thead>
<tr>
<th>Arizona College – Main Campus</th>
<th>Arizona College - Nursing Campus</th>
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<tbody>
<tr>
<td>4425 W. Olive Avenue, Suite 300</td>
<td>163 North Dobson Road</td>
</tr>
<tr>
<td>Glendale, Arizona 85302</td>
<td>Mesa, Arizona 85201</td>
</tr>
<tr>
<td>Phone: (602) 222-9300</td>
<td>Phone: (480) 344-1200</td>
</tr>
<tr>
<td>Fax: (602) 200-8726</td>
<td>Fax: (480) 246-3267</td>
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**Arizona College, Las Vegas Campus**

2320 South Rancho Drive  
Las Vegas, Nevada 89102  
Phone: 702-831-5000  
Fax: 702-639-1971
Nursing – Program Information

Mission

The mission of the School of Nursing at Arizona College is to prepare professional nurse leaders who are skilled in problem-solving, are responsive to the health needs of diverse cultures, and provide high quality, safe and compassionate evidence-based care that enhances quality of life for individuals, families, groups, communities, and populations.

The mission is accomplished through the delivery of a baccalaureate nursing education program that promotes and supports student success. Faculty members are committed to evidence-based teaching and a learning-centered environment, and promote and exemplify values of altruism, autonomy, human dignity, integrity, mindfulness, and social justice, which promote personal and professional growth, lifelong learning and competent professional practice in our graduates.

Philosophy

To create a climate of nursing education that fosters professional accountability and excellence, where students learn they have the authority, not just the responsibility, to practice nursing.

Faculty and administration of the School of Nursing believe in and are committed to:

- Advancing the understanding of nursing’s social contract to care for the vulnerable and suffering;
- Integrating classroom and clinical teaching and learning to create a powerful learning experience and promote deep learning;
- Using situated cognition and action in teaching and learning to build knowledge and develop sense of saliency to quickly recognize what is most important;
- Engaging in reflective practice to develop knowledge, skills, ethical comportment and formation, and the development of clinical and moral imagination;
- Developing perceptual abilities and the ability to draw on knowledge and skilled know-how as a way of being and acting in practice and in the world; and
- Preparing BSN graduates with a commitment to lifelong learning and with skills and dispositions to be reflective practitioners and expert learners.

Program Metaparadigm

Faculty of the School of Nursing endorse the following central concepts of nursing education and practice: person, environment, health, and nursing. The following definitions and assumptions relate to these concepts.

Person

A person is any recipient of nursing care and defined as a patient, client, family member, significant other, family, group, community, and population who engages with a nurse in a manner that is respectful of a person’s subjective experiences about health, health beliefs, values, sexual orientation, and personal preferences. This also pertains to individual nurses who interact with nursing colleagues and other healthcare team members, a group of community members, or other groups. Across the life span, a person exists within a cultural and social milieu and encounters phenomena that may have an impact on optimal health, healing and growth, and development. Each person is a unique individual who has worth, rights, preferences and inherent dignity.

Environment

The environment includes physical, psychological, social, spiritual and cultural elements as well as historical, political and economic conditions. It is the sum total of all internal and external phenomena and processes that have an impact on people. The internal environment includes a person’s unique perspectives, feelings and
meaning, mental, emotional and spiritual dimensions and in addition to a person’s biological being. The external environment includes physical, objective and behavioral dimensions that can be seen and measured. Nursing is a resource in the environment that can influence health, healing and well-being of a person.

Health

Health is a dynamic state of being influenced by interactions among people and their environment and is influenced by one’s situation and personal growth. Individual interior and exterior experiences and shared collective experiences with others are influencing factors. Disease and illness may be manifest for many reasons/contributing variables. Physical, mental and spiritual health cannot be equated, as they are not the same thing. They are facets of the wholeness of health. “The nurse is an instrument in the healing process and facilitates health through her or his knowing, doing and being.” (Dossey: 2008, p. E57) “All persons are born with healing capacities; it is inherent in all living things and can take place at all levels of human experience. Healing is not predictable; it may occur with curing of symptoms, but it is not synonymous with curing.” (Dossey: 2008, p. E58) The potential for healing to occur is always present until death. Key factors in healing are intention and intentionality. Intention is the conscious determination to do; it is the mental state of being committed to planning to or trying to perform an action. Intentionality is the quality of intentionally performed action.

Nursing

An applied discipline whose central focus is the person. Nurses can exert both positive and negative effects on the health state of a person. Nursing includes the teaching of health promoting practices; care of the acutely or chronically ill; restorative care during recovery and rehabilitation; and supportive care while dying. Nursing’s goal is to promote optimum levels of health of individuals, families, groups, communities, and populations; the teaching and evaluation of those who perform or are learning to perform these functions; the support and engagement in scholarship and lifelong learning; and the leadership and management of health care delivery. Nursing encompasses knowledge development and ways of knowing, ways of doing and ways of being.

Goals

- Provide a quality, value-based program of study which culminates in the award of a Bachelor of Science in Nursing degree.
- Balance the integration of current and emerging technologies with compassionate evidence-based practice into the role of professional nursing.
- Create and advance an environment conducive to excellence in nursing education, practice, service, and scholarship.
- Promote an organizational culture that embodies values of respect, trust, mindfulness, innovation, and lifelong learning.
- Foster development of sound clinical reasoning and decision-making skills in support of high quality healthcare delivery.
- Support achievement of outcomes through the systematic use of assessment and evaluation to inform quality improvement efforts.
- Prepare nurse leaders for roles in the delivery of safe, high quality, cost-effective healthcare to diverse individuals, communities and populations.
Program Completion Outcomes
By the end of the baccalaureate nursing program the graduate will be able to:

Cognitive Domain
- **Integrate** learning from the arts and sciences in the delivery of nursing care within an interprofessional team.
- **Apply** knowledge, skills and values needed for leadership in quality improvement and patient safety.
- **Appraise** reliable and valid evidence from multiple ways of knowing to inform practice and evaluate healthcare outcomes.
- **Use** the information management and patient care technologies to deliver safe, effective, quality care.
- **Analyze** the impact of healthcare policies on the healthcare system and interprofessional practice.

Psychomotor Domain
- **Provide** evidence-based care informed by effective decision-making to individuals, families, communities, and populations embracing the lifespan continuum across a variety of settings.

Affective Domain
- **Exhibit** core competencies of interprofessional practice in the design, delivery and evaluation of patient-centered care.
- **Collaborate** with other healthcare professionals and populations to promote conditions, healthy behaviors, and prevention strategies that improve population health.
- **Demonstrate** consistent pattern of value-based behavior evident in nursing practice.
# Nursing Faculty Employment Requirements

Prior to beginning employment, the following documentation must be provided:

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<td>1.</td>
<td>Curriculum Vitae</td>
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<td>2.</td>
<td>Current unrestricted Arizona or multi-state RN license</td>
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<td>3.</td>
<td>Current Healthcare Provider level CPR card</td>
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<td>4.</td>
<td>Proof of Citizenship</td>
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<td>5.</td>
<td>Official transcripts of highest nursing degree with request for official transcripts to be sent directly to the School of Nursing. Must have a minimum of an MSN for clinical instruction (BSN in AZ), doctorate degree in nursing or related discipline is preferred.</td>
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<tr>
<td>7.</td>
<td>Nursing Liability Insurance.</td>
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<td>8.</td>
<td>New Employment Drug Screen - Panel at laboratory location designated by Arizona College</td>
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| 9. | Verification faculty does NOT appear on any of the following:  
   - Federal Exclusion lists  
   - State or National Sex Offender lists |
| 10. | "Pass" status on Supplemental Background Check screening to meet standards of Arizona College's most stringent clinical partners. |

### Tuberculosis (TB)

All incoming faculty will be required to undergo a one-time, 2-step PPD. Submit documentation showing test date, date read, and result for each test. A positive result requires documentation of a negative chest X-ray and physician follow-up documenting no evidence of active Tuberculosis (TB).

Thereafter, an annual 1-step PPD is required. If result positive, annual documentation of TB symptom-free status by completing Tuberculosis Screening Questionnaire (must be signed by provider).

### Measles, Mumps, Rubella (MMR)

Faculty must provide one of the following:
- Completion of one series of MMR Immunizations. The series includes two immunizations for each for all components on separate dates at least 28 days apart.
- Positive titers showing immunity to each disease

### Varicella

One of the following must be demonstrated:
- Proof of two doses of Varicella vaccine administered at least 28 days apart
- Proof of positive Varicella titer
- HISTORY OF DISEASE IS NOT ACCEPTED
### Hepatitis B

Faculty must show documentation verifying they have either Hepatitis B vaccinations (3), a positive titer, or signed declination. One of the following must be demonstrated:

- Completion of one Hepatitis B series. The series includes three inoculations of the following sequence: first dose, second dose 1 month later, and third dose 5 months or more after the second dose
- Positive titer
- Signed Declination form

### Tetanus Diphtheria Pertussis

Documentation of Tdap vaccination administered within the last 10 years is required.

### Influenza

Faculty are recommended to receive an influenza vaccine and those participating in clinical may be required. A waiver is required if faculty has not received the vaccine within the last year or declines the vaccine.

### CPR

CPR certification from the American Heart Association at Health Care Provider level is required. Certification must be maintained throughout employment.

All costs are the responsibility of faculty.

### Health Care Insurance

Faculty must show a copy of their health insurance card at the start of each year. This is not shared with other departments and remains in a restricted file in the School of Nursing Office.

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## Faculty Fitness to Practice / Functional Abilities

All nursing faculty employed by Arizona College must be able to perform the functional abilities, with or without accommodation, essential for nursing practice. Any individual who has met the eligibility requirements and can perform the essential functions will be considered for employment. If an individual believes that he or she cannot meet one or more of the standards, without reasonable accommodations, the nursing program must determine, on an individual basis, whether a reasonable accommodation can be made. The ultimate determination regarding reasonable accommodations will be based upon the protection of patient safety.

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<tr>
<th>Functional Ability</th>
<th>Standard</th>
<th>Examples Of Required Activities</th>
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<tr>
<td>Motor Abilities</td>
<td>Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care.</td>
<td>Mobility sufficient to carry out patient care procedures such as assisting with ambulation of clients, administering CPR, assisting with turning and lifting patients, providing care in confined spaces such as treatment room or operating suite.</td>
</tr>
<tr>
<td>Manual Dexterity</td>
<td>Demonstrate fine motor skills sufficient for providing safe nursing care.</td>
<td>Motor skills sufficient to handle small equipment such as insulin syringe and administer medications by all routes, perform tracheotomy suctioning, insert urinary catheter.</td>
</tr>
<tr>
<td>Perceptual / Sensory Ability</td>
<td>Sensory/perceptual ability to monitor and assess clients.</td>
<td>Sensory abilities sufficient to hear alarms, auscultatory sounds, cries for help, etc. Visual acuity to read calibrations on 1 cc syringe, assess color (cyanosis, pallor, etc.). Tactile ability to feel pulses, temperature, palpate veins, etc. Olfactory ability to detect smoke, odor, etc.</td>
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<tr>
<td>Behavioral / Interpersonal / Emotional</td>
<td>Ability to relate to colleagues, staff, and patients with honesty, civility, integrity and nondiscrimination. Capacity for development of mature, sensitive and effective therapeutic relationships. Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds. Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism. Negotiate interpersonal conflict Capacity to demonstrate ethical behavior, including adherence to the professional nursing honor codes.</td>
<td>Establish rapport with patients/clients families, significant others and colleagues. Work with teams and workgroups. Emotional skills sufficient to remain calm in an emergency situation. Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of clients. Adapt rapidly to environmental changes and multiple task demands. Maintain behavioral decorum in stressful situations.</td>
</tr>
<tr>
<td>Safe environment for patients, families and co-workers</td>
<td>Ability to accurately identify patients. Ability to effectively communicate with other caregivers. Ability to administer medications safely and accurately. Ability to operate equipment safely in the clinical area. Ability to recognize and minimize hazards that could increase healthcare associated infections. Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.</td>
<td>Prioritize tasks to ensure patient safety and standard of care. Maintain adequate concentration and attention in patient care settings. Seek assistance when clinical situation requires a higher level or expertise/experience. Respond to monitor alarms, emergency signals, call bells from patients, and orders in a rapid and effective manner.</td>
</tr>
<tr>
<td>Communication</td>
<td>Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communication, such as Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in health care team discussions of patient care.</td>
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<tr>
<td>Interpretation of facial expressions, affect and body language)</td>
<td>Communicate professionally and civilly to the healthcare team including peers and faculty.</td>
<td>Elicits and records information about health history, current health state and responses to treatment from patients or family members. Conveys information to clients and others to teach, direct and counsel individuals in an accurate, effective and timely manner. Establishes and maintain effective working relations with patients and co-workers. Recognizes and reports critical patient information to other caregivers.</td>
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<tr>
<td><strong>Cognitive / Conceptual / Quantitative Abilities/ Analytical/ Critical Thinking Skills</strong></td>
<td>Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis. Ability to gather data, to develop a plan of action, establish priorities, and monitor and evaluate treatment plans, modalities, and outcomes. Ability to comprehend three-dimensional and spatial relationships. Ability to react effectively in an emergency situation.</td>
<td>Calculates appropriate medication dosage given specific patient parameters. Analyzes and synthesize data and develop an appropriate plan of care. Collects data, prioritize needs and anticipate reactions. Comprehends spatial relationships adequate to properly administer injections, start intravenous lines or assess wounds of varying depths. Recognizes an emergency situation and responds effectively to safeguard the patient and other caregivers. Transfers knowledge from one situation to another. Accurately processes information on medication container, physicians’ orders, and monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records and policy and procedure manuals.</td>
</tr>
<tr>
<td><strong>Punctuality / work habits</strong></td>
<td>Ability to adhere to policies, procedures and requirements as described in the Arizona College Employee Handbook, the Nursing Student Handbook, and the Nursing Faculty Handbook. Ability to complete classroom and clinical assignments in a timely manner. Ability to adhere to classroom and clinical schedules.</td>
<td>Attends class and clinical assignments punctually. Reads, understands and adheres to all policies related to classroom and clinical experiences. Contacts students and the school clinical site (if appropriate) in advance of any absence or late arrival.</td>
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<tr>
<td>Environment</td>
<td>Recognize the personal risk for exposure to health hazards. Use equipment in laboratory or clinical settings needed to provide patient care. Tolerate exposure to allergens (latex, chemical, etc.). Reasonable accommodation will be made if there is an allergy. Tolerate wearing protective equipment (e.g. mask, gown, gloves)</td>
<td>Takes appropriate precautions for possible exposures such as communicable disease, blood borne pathogens, and latex. Uses person protective equipment (PPE) appropriately.</td>
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**Drug Screening – New Employees**

As a condition of employment, all nursing faculty assigned to teach core nursing didactic or clinical classes are required to complete urine drug screening for a substance panel at a laboratory site designated by Arizona College.

- If a faculty member tests positive, the lab will contact the Medical Review Officer (MRO) and the MRO will contact faculty to obtain necessary information for review of the screen.
- Faculty with a positive test result will not be permitted to perform nursing faculty duties until an investigation has been completed and resolution has been achieved
- Faculty receiving negative drug screens initially or after review of the MRO (except for nicotine) may continue to provide nursing instruction. If after review of a urine drug screen the MRO expresses concerns about safety to practice the Core Nursing Director will direct faculty to obtain further testing.
- All positive urine drug screen results (except for nicotine and MRO cleared positives) will be reported to the Arizona State Board of Nursing.

**Drug Screening - “For Cause”**

This policy refers to signs of impairment while on duty in any health care facility, school or other work locations as a representative of the School of Nursing and Arizona College. Examples of impairment may include but are not limited to:

- Unrealistic excuses for lowered work quality.
- An excessive number of mistakes or errors of judgment.
- A pattern of lateness for class or clinical.
- Repeated absences.
- Mood swings from stability to irritability and unexplained outbursts.
- Difficulty in concentration and increased agitation or nervousness.
- Diminished alertness, confusion, memory lapses, and/or sleeping on the job.
- Decrease in problem solving ability and/or priority setting.
- Unwillingness to cooperate with co-workers or inability to compromise.
- Avoids contact with supervisor.
• Over reaction to real or imagined criticism; inability to accept criticism.
• Slurring of speech
• Odor of alcohol on breath.

If faculty in a patient care or laboratory setting is suspected of impairment, the following steps will be taken:

• Faculty will be removed from the location.
• The Core Nursing Director or designee will contact the contracted transportation service and arrange for transport to a medical service/laboratory facility. Faculty member will not be allowed to transport him/herself to the site or home from the site. Faculty will be accompanied to the site by an Arizona College representative.
• If faculty admits to alcohol or drug use, he/she will still be required to complete the drug screening for confirmation.
• If the results of the test(s) are negative, faculty shall meet with the Core Nursing Director within 24 hours of the test results to discuss the circumstances surrounding the impaired behavior.
• If the indicator was behavioral, consideration will be given to a possible medical condition being responsible for the symptoms. A medical referral for evaluation may be required to assess fitness of faculty to supervise/facilitate students and provide client care.
• Based on the information provided and further medical evaluations if warranted, the Core Nursing Director will make a decision regarding faculty’s return to the educational setting.
• If the test results are positive, the Core Nursing Director or designee will permanently remove the faculty from the educational site. Faculty will pay for all costs associated with the for-cause screening test(s).
• The results of a positive test and the documented signs of impairment will be reported to the State Board of Nursing.

If Faculty Refuses “For Cause” Testing:

• The Core Nursing Director or designee will remove faculty from the location pending a full investigation.
• The Core Nursing Director or designee will contact the transportation service to request that faculty be transported home.
• The Core Nursing Director or designee will authorize removal of the allegedly impaired faculty and accommodate all students affected by such removal.
Nursing Faculty Orientation/Development Program

All newly hired nursing faculty will be provided with a campus and SON orientation. This orientation includes meeting with administrators as well as representatives from all divisions, student services, and other resource areas. In addition to a complete orientation to the Nursing Program and to new faculty responsibilities, an ongoing mentoring program for faculty is planned. Part-time or temporary faculty will be given an orientation to the nursing program and areas related to their specific teaching responsibility. Each faculty member will be made available:

- Arizona College Nursing Faculty Handbook
- Arizona College Nursing Student Handbook (available online)
- Arizona College Catalog (available online)
- Arizona College Employee Handbook (provided by Human Resources)

In addition, the faculty’s supervisor will review and discuss the following orientation information:

- School philosophy and objectives
- Curriculum structure
- Faculty teaching (if applicable), committee and advisor responsibilities
- Faculty evaluation system
- Personnel policies pertinent to Arizona College

The following activities, pertinent to the course to which the faculty member is assigned, will be conducted by the Director prior to the start of the assigned semester:

- Discussion of course objective, course content and requirements (i.e., formal papers, seminars and laboratory practicum), classroom policies, distribution of faculty workload, guidelines for test construction and determinants and procedures for student counseling.

- Clinical laboratory instruction, skills laboratory utilization, student orientation, preparation time and clinical paperwork expectations are reviewed.

- Review of policies regarding student absences and/or illnesses, instructor absences and utilization of clinical alternatives.

Faculty will be introduced to the LIRN Library service and all Library resources.

**Scrub Orders**

Faculty teaching clinical or skills receive two sets of scrubs (pants and top + warmup jacket) when hired. Scrubs can be ordered through the Nursing Program Administrative Assistant.

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**Core Nursing Faculty Orientation Checklist**

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<tr>
<td>ATI/ATI Reference Books</td>
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<td>Classroom Assignment List</td>
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<td>Computer Access (work address)</td>
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<td>Faculty &amp; Student Handbooks</td>
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<td>Internet Access</td>
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<td>Telephone List</td>
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**Building Tour:**
- Computer Lab
- Instructor Material

**Offices:**
- Classrooms/Computer Access
- Meeting Rooms
- Faculty Resource Area

- Fire Safety Measures
- Office Hours Building Access Protocol
- Meet Support Staff
- Meet Instructors
Core Nursing Faculty - Orientation Checklist

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<thead>
<tr>
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<th>Date Completed</th>
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<td>Course Text Books</td>
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<td>Determine Course Lectures</td>
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<td>Format of Presentations</td>
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<td>Test Blue Print</td>
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<td>Proctoring Exams</td>
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<td>Review Course Structure</td>
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<td>Running Exams</td>
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<td>Signing into Par Score/Par Test</td>
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<td>Clinical Requirements</td>
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<td>Clinical Structures</td>
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<td>Student Call Outs</td>
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<td>Students Rotation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty Development:

<table>
<thead>
<tr>
<th></th>
<th>Date Completed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATI Academy/Nurse TIM</td>
<td></td>
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<tr>
<td>Simulation Lab</td>
<td></td>
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<tr>
<td>Lectures: Development/Support</td>
<td></td>
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</tbody>
</table>
## Nursing Faculty Orientation Evaluation Tool

<table>
<thead>
<tr>
<th>Core Chair</th>
<th>Date Completed</th>
<th>Evaluate Effectiveness of Your Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>School philosophy and objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty teaching, committee and advisorship responsibilities</td>
<td></td>
<td></td>
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<tr>
<td>Faculty evaluation system</td>
<td></td>
<td></td>
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<tr>
<td>HR policies</td>
<td></td>
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</tr>
<tr>
<td>Introduction to faculty, professional and technical staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of key policies in the student handbook, including disability and grievance policies</td>
<td></td>
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<tr>
<td><strong>Media</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to classroom computer system</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to the Library LIRN Resources</td>
<td></td>
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<tr>
<td><strong>Core Chair</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion of course objectives, course content and requirements (i.e., formal papers, seminars and laboratory practicum), classroom policies, distribution of teacher workload, guidelines for test construction and determinants and procedures for student counseling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of policies regarding student absences and/or illnesses, instructor absences and utilization of clinical alternatives.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
At the end of the first semester of employment, each new faculty member will evaluate the effectiveness of the Orientation Program.

Identify strengths of the Orientation Program:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Suggested areas for improvement of the Orientation Program:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Faculty Signature: ___________________________ Date: ___________________________
Core and Adjunct Nursing Faculty

Professional Boundary Requirements

Faculty must establish, model, and maintain appropriate professional boundaries at all times. Faculty must display professionalism with all clients, other faculty, students, as well as other health care providers. Students, clients, and other health care providers can expect that faculty who are teaching or providing nursing care will always act in their best interests and respect their rights and dignity. Faculty must never obtain personal gain at the student's or client's expense and must refrain from inappropriate involvement in a student's or client's personal relationships.

Boundary Violations

Boundary violations may result when there is confusion between the needs of faculty and those of the student and/or client. Such violations are characterized by excessive personal disclosure by faculty, secrecy or even a reversal of roles. Boundary violations may cause delayed distress for the student and/or client, which may not be recognized or felt until harmful consequences occur.

Faculty and Student

- Faculty and students will maintain a professional relationship.
- Faculty and patients/clients they care for will maintain a professional relationship.
- Faculty shall NOT act as personal counselor or therapist.
- Faculty shall direct students to academic advisors and counselors at the College.
- Faculty shall NOT join a student, groups of students, or class in social situations.
- Faculty shall NOT accept gifts or money from students as gratitude for instruction.
Nursing Department Positions and Functions

Nursing Program Administrator

The Arizona College, School of Nursing Dean is the administrative officer of the Nursing Program. The Dean reports directly to the Chief Operating Officer of Nursing, who reports to the College President. Responsibilities of the Dean include the following:

- Provides overall direction, leadership and vision to ensure the ongoing development, quality, financial stability, and overall excellence of the Nursing Program.
- Collaborates with faculty, college administrators and other key colleagues in executing his/her responsibilities.
- Provides leadership in the management of the BSN Program through support for curriculum development, ensuring systematic evaluation and program planning, continuous quality improvement activities, and collaboration with the Curriculum Committee in curriculum revisions.
- Coordinates relationships with external agencies and monitors and reports performance of students on licensing examinations and certification examinations.
- Prepares and administers the budget;
- Maintains, enforces, and evaluates written policies and procedures that require all students and faculty who participate in clinical practice settings to be physically and mentally able to provide safe client care;
- Directs and supervises faculty and other Nursing Program staff.

Faculty

Academic enterprise lies at the heart of the Nursing Program and Arizona College. The success of this is both the collective and individual responsibility of the faculty. Faculty conduct their work as individuals, in teams, on standing and ad hoc groups and committees, and as an academic community. The overall wellbeing of the College, the School of Nursing and all its members is reflective of the success of faculty in fulfilling their crucial responsibilities.

Faculty are responsible for developing and recommending academic policies and strategies that support them in fulfilling their responsibilities within the framework of the Nursing Program and Arizona College. In addition to the collective responsibility of faculty, each is responsible for actively contributing as an individual to the wellbeing of the entire School and College community by serving as a positive role model and mentor to others, by acting as a constructive citizen and representatives, and by being a respectful and collaborative partner with staff, colleagues and others.

Laboratory/Simulation Faculty

These faculty are responsible for day-to-day scheduling and coordination of the nursing labs (skills/simulation). They may be assigned to participate in the teaching and learning activities of the nursing students. The Laboratory/Simulation Coordinator works directly with the nursing faculty in planning for and operationalizing the lab activities. Representative duties include:

- Orders equipment and supplies as needed
- Participates in lab/simulation learning activities
- Collaborates with Dean in budgeting and procuring essential materials

Adjunct Faculty

- Adjunct faculty may be hired on a per-course or per semester basis.
Adjunct didactic faculty must meet or exceed minimum requirements for appointment as any faculty member at Arizona College.

Adjunct faculty are expected to follow the same policies of any employee of Arizona College.

Adjunct faculty will be evaluated at 30 days and 90 days after beginning teaching and annually in December.

**Administrative Support**

- Supports the Dean, Core Nursing Director, General Education Director, and nursing faculty.
- Acts as a liaison between the other departments of the College, students, visitors, and vendors.
- May also provide support to other departments within the organization when requested.
- Provides professional administrative support and proper records maintenance and report generation via bookkeeping; scheduling of meetings; reception responsibilities; and maintaining nursing program, faculty, and student records and databases.
- Reports to the Dean of Nursing and receives occasional direction regarding routine and standard matters and specific instruction regarding non-routine and highly sensitive matters.

**Standing Committees**

Each faculty member is expected to participate in college and SON governance. Nursing faculty are required to participate in College and School of Nursing Department Committees as assigned:

- Safety and Security Committee (College-wide)
- College Resources Committee (College-wide)
- Academic and Professional Standards Committee (Programmatic)
- Faculty Rank and Promotion Committee (Programmatic)
- BSN Curriculum (Programmatic)
- Community Advisory Council (Programmatic)
- Systematic Plan of Evaluation (SPE) Committee (Programmatic)
- Deans’ Council (Programmatic)
Position Title: Nursing Faculty (Didactic)

Required Qualifications:
- Master’s Degree in Nursing or Doctoral Degree in Nursing or related discipline from an accredited college. If graduate degree is not in Nursing, faculty should hold a minimum of a BSN. Doctorate in Nursing is preferred.
- Current, unencumbered license as a Registered Nurse in the state of Arizona.
- Two years of experience with direct patient care.
- Previous teaching experience in a registered nurse education program preferred.
- Certified Nurse Educator certification preferred.

Job Description:
- Responsible for teaching and evaluating students in the classroom and clinical laboratory.
- Supports student’s progression in academics and socialization into the role of nursing.
- Recognizes the role of a nurse educator and pursues continuous quality improvement.
- Assumes a change agent and leadership role in education and nursing practice.
- Designs an effective learner environment that facilitates student learning to address contemporary issues in nursing.
- Plans, teaches, and evaluates classroom, clinical, skills laboratory, and other learning experiences in conjunction with other team members.
- Prepares, administers, and evaluates testing of course material.
- Maintains accurate records of students’ academic and clinical performance.
- Holds periodic individual conferences with students to evaluate academic and clinical progress.
- Acts as advisor to student groups when called upon to do so.
- Actively participates in systematic plan of program evaluation.
- Effectively function within the educational environment that fosters student learning and engagement in nursing practice.
- Performs other related duties as requested by the dean or director.
**Position Title:** Nursing Faculty (Clinical)

**Required Qualifications:**
- Bachelor of Science in Nursing (Arizona only), Masters of Science in Nursing, or Doctorate Degree in Nursing or related discipline from an accredited college.
- Current, unencumbered license as a Registered Nurse in the state of Arizona or multistate RN license.
- Three years of experience with direct patient care.
- Previous teaching experience in a registered nurse education program preferred.
- Certified Nurse Educator certification preferred.

**Job Description:**
- Responsible for teaching and evaluating students in the clinical area.
- Supports student’s progression in academics and socialization into the role of nursing.
- Understands the role of a nurse educator and pursues continuous quality improvement.
- Assumes a change agent and leadership role in education and nursing practice.
- Designs an effective learner environment that facilitates student learning to address contemporary issues in nursing.
- Plans, teaches, and evaluates clinical and skills laboratory, and other learning experiences in conjunction with other team members.
- Maintains accurate records of students’ clinical performance.
- Holds daily conferences with individual students to evaluate clinical progress.
- Effectively functions within the educational environment that fosters student learning and engagement in nursing practice.
- Performs other related duties as requested by the dean or director.
Nursing Faculty Workload

The life of the Arizona College School of Nursing faculty member is centered around three areas of performance accountabilities: Scholarship of Teaching, Scholarship of Service, and Scholarship and Professional Development. Each is described below.

Scholarship of Teaching
The SON places the highest value on the teaching and learning process, and all faculty expectations are centered squarely on it. Faculty who engage students through dynamic, stimulating, relevant, and evidence-based instructional strategies promote the deep learning that is required for students to be successful in the rigorous nursing curriculum and to graduate as outstanding nursing professionals. To that end, faculty are expected to conduct ongoing planning, analysis, evaluation and revision of their courses and to systematically review and incorporate as appropriate feedback from students, peers, and the Core Nursing Chair regarding their instruction.

The SON’s annual teaching assignments, described below, are designed to allow for reflection, preparation, and revision of teaching and learning strategies.

Faculty Instructional Workload
The average annual teaching assignment for a FT SON faculty member is 36 credit hours (12 credit hours per semester), calculated from January to December. One academic credit hour is calculated per modality of instruction:

- Didactic – 15 hours = 1 credit
- Skills – 30 hours = 1 credit
- Clinical – 45 hours = 1 credit

A typical full-time semester might include two 90-hour didactic requirements (two 3-credit courses), two 30-hour skills lab requirements (two 1 credit labs), and two-90 hour clinical requirements (two 2-credit clinical segments). All full-time faculty teach on a year-round basis, with a one-week break between semesters and 13 holidays designated as Paid Time Off.

Faculty assignments are determined by the Dean or the Core Nursing Chair. Faculty are assigned to didactic or clinical courses according to their area of expertise.

Scholarship of Service
The SON faculty member is a professional nurse leader who serves as a role model for students in fostering a campus culture that is caring, supportive and professional. SON faculty are actively engaged on college and SON committees and serve as members on elected, appointed, and voluntary committees in the community and professional organizations that contribute to Arizona College and the School of Nursing mission and goals. SON faculty participate in SON orientations, commencements and support student-sponsored initiatives, including SNAAZC events. SON faculty are available to students for advisement and tutoring through published office hours throughout the week.
Scholarship and Professional Development
The SON faculty member is expected to engage in scholarly activities that contribute to teaching/learning and to nursing practice. These can include participation in professional conferences, such as AACN and NLN, poster presentations, and peer-reviewed articles, among other scholarship. Other professional development activities may include participation in professional webinars and workshops aimed at improving teaching/learning. SON faculty may also participate in continuing and professional education in support of individual professional growth that contributes to advancement as a nursing education professional.

Nursing Faculty Evaluation

Arizona College School of Nursing Faculty Evaluation Process
1. Faculty members are evaluated after 30 and 90 days of the first day of teaching and annually in December thereafter. If the 30- or 90-day evaluation dates occur close to the annual evaluation, only the annual evaluation is conducted.

2. The annual Core Nursing faculty evaluation includes a self-reflection developed by the faculty member and the Chair’s evaluation of the faculty member’s performance, both addressing the faculty accountabilities of Teaching, Scholarship and Professional Development, and Service, described below.

3. The faculty member submits to the Chair the self-evaluation using the specified template.

4. The Chair then writes the performance review, incorporating his or her comments into the template submitted by the faculty member.

5. The Chair and faculty member meet to review the results of evaluation process and agree upon goals for the next year.

Scope of the Annual Nursing Faculty Performance Review

1. Verifications
   a. Current unencumbered Arizona or multistate RN license
   b. Compliance with faculty health requirements
   c. Current CPR certification as appropriate

2. Scholarship of Teaching
   a. Expectations
      i. Demonstrates the ability to transmit and extend knowledge to students and others through dynamic, stimulating, and evidence-based teaching and learning strategies
      ii. Demonstrates current knowledge in clinical nursing area(s) of expertise
      iii. Demonstrates ability to develop critical, creative thinkers through ongoing planning, analysis, evaluation and revision of courses
      iv. CNE certification desired
   b. Supporting Evidence for Achievement of Expectations
      i. Plans, evaluates, and revises course(s)
      ii. Guides, assesses and evaluates students’ work
iii. Advises and mentors students
iv. Provides evidence of teaching effectiveness including student and peer evaluation
v. Utilizes evidence–based teaching strategies
vi. Receives favorable student and agency evaluations
vii. Achieves CNE certification

3. Scholarship and Professional Development
   a. Expectations
      i. Engages in scholarly activities that contribute to teaching and nursing practice
      ii. Participates in professional continuing education to maintain and/or extends currency in clinical and educational competence
      iii. Participates in local, regional, or national conferences or workshops educational innovations used in the classroom, in the simulation lab, or in the clinical setting
      iv. Publishes in a peer-reviewed journal of educational innovations utilized in the classroom, in the simulation lab, or clinical teaching recommended
      v. Works with students as a mentor to develop a presentation, poster, or publications
   
   b. Supporting Evidence for Achievement of Expectations
      i. Engages in activities to maintain and increase clinical expertise
      ii. Provides evidence of scholarship and practice related activities
      iii. Disseminates scholarly and creative works to peers
      iv. Utilizes best practices as the foundation for practice
      v. Documents national certification in clinical specialty

4. Scholarship of Service
   a. Expectations
      i. Provides leadership through activities, membership on elected, appointed, and voluntary committees in the department, college, and community
      ii. Participates in professional organizations that contribute to Arizona College and the School of Nursing mission and goals
      iii. Engages in continuing and professional education in support of individual professional growth that contributes to advancement as a nursing education professional
      
   b. Supporting Evidence for Achievement of Expectations
      i. Membership on department and college committees
      ii. Participation in professional activities in the community
      iii. Member of and participates in selected professional organizations
      iv. Member of clinical agency practice committee, as available

**Summary Evaluation**
- Summary statement, including commendations and recommendations, are discussed with the faculty member.
Arizona College – BSN Nursing  
Nursing Faculty - Competency Based Evaluation

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Job Title:</th>
<th>Review Period:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>__________ through __________</td>
</tr>
</tbody>
</table>

Using the scale below, rate your performance for each of the eight nurse educator competencies listed and place your score for each in the blue “F” column for Faculty. Total the scores for the eight competencies and place total on pg. 35. The supervisor will indicate scores in the “S” column.

RATING SCALE

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td><strong>Exceptional:</strong> Performance far exceeded expectations with an exceptionally high quality of work performed in all essential areas of responsibility, resulting in an overall quality of work that was superior.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Exceeds Expectations:</strong> Performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent. Annual goals were met.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Meets Expectations:</strong> Performance consistently met expectations in all essential areas of responsibility, at times possibly exceeding expectations, and the quality of work overall was very good. The most critical annual goals were met.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Improvement Needed:</strong> Performance did not consistently meet expectations; performance failed to meet expectations in one or more essential areas of responsibility, and/or one or more of the most critical goals were not met.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Unsatisfactory:</strong> Performance was consistently below expectations in most essential areas of responsibility, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.</td>
</tr>
<tr>
<td>JOB DESCRIPTION CRITERIA</td>
<td>RATING SCORE</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Please note: (F) = faculty’s self-evaluation rating and (S) supervisor’s rating</td>
<td>F S</td>
</tr>
<tr>
<td>1) Designs an effective learner environment that facilitates student learning to address contemporary issues in nursing:</td>
<td></td>
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<tr>
<td>2) Support learner’s progression in academics and socialization into the role of nursing:</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>JOB DESCRIPTION CRITERIA</td>
<td>RATING SCORE</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Please note: (F) = faculty’s self-evaluation rating and (S) supervisor’s rating</td>
<td></td>
</tr>
<tr>
<td><strong>3) Utilizes an array of assessment tools to evaluate learner knowledge and progression in cognitive, psychomotor and affective skills:</strong></td>
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</tr>
<tr>
<td><em>Designs and/or implements a variety of assessment tools that are valid and reliable to evaluate learner knowledge and curriculum goals.</em></td>
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</tr>
<tr>
<td><em>Evaluates assessment data within the context of individual course content and overall curriculum.</em></td>
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<tr>
<td><em>Provides timely and constructive feedback to learners.</em></td>
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<tr>
<td><em>Utilizes assessment and evaluation data to strengthen teaching process.</em></td>
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<tr>
<td><strong>4) Actively participates in systematic plan for curriculum design and program evaluation:</strong></td>
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</tr>
<tr>
<td><em>Demonstrates knowledge of curriculum theory and terminology including, but not limited to learning objectives, assessments, syllabi and evaluation.</em></td>
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</tr>
<tr>
<td><em>Suggests changes to curriculum based on institutional philosophy and mission, current health care trends, technology, community needs, global events and educational trends that will influence the practice of nursing.</em></td>
<td></td>
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<tr>
<td><em>Constructs curriculum based on: sound educational and nursing theory; program evaluation outcomes; regulatory requirements and external constituencies.</em></td>
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<tr>
<td><em>Incorporates technology into educational strategies and clinical practice.</em></td>
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</tr>
<tr>
<td><strong>5) Assumes a change agent and leadership role in education and nursing practice:</strong></td>
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</tr>
<tr>
<td><em>Participates in the systematic review of the school’s curriculum.</em></td>
<td></td>
</tr>
<tr>
<td><em>Participates in local, state, or national nursing organizations to promote nurses’ value in the healthcare domain.</em></td>
<td></td>
</tr>
<tr>
<td><em>Consistently demonstrates leadership values and skills when mentoring students in the clinical settings.</em></td>
<td></td>
</tr>
<tr>
<td>JOB DESCRIPTION CRITERIA</td>
<td>RATING SCORE</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Please note: (F) = faculty’s self-evaluation rating and (S) supervisor’s rating</td>
<td>F S</td>
</tr>
</tbody>
</table>

- Effectively participates on a minimum of two internal committees.
- Demonstrates knowledge of evidence-based educational innovations.
- Develops networks, collaborative relationships and partnerships to enhance nursing’s role.
- Models cultural sensitivity in leadership role.

6) Recognizing the role of the nurse educator and pursues continuous quality improvement:

<table>
<thead>
<tr>
<th></th>
<th>SCHOLARSHIP and PROFESSIONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Participates in professional opportunities to maintain current knowledge of nursing and education innovations.</td>
<td>*Professional memberships.</td>
</tr>
<tr>
<td>*Consistently strives to maintain personal knowledge of the most current trends in healthcare and societal changes.</td>
<td>*Continuing education.</td>
</tr>
<tr>
<td>* Develops effective mentoring relationships with students and/or faculty, colleagues.</td>
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</tr>
<tr>
<td>*Demonstrates knowledge of legal and ethical issues within higher education to support the education process.</td>
<td></td>
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</tbody>
</table>

7) Engages in scholarship:

<table>
<thead>
<tr>
<th></th>
<th>SCHOLARSHIP and PROFESSIONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Utilizes evidence-based data to structure theory and clinical learning environments.</td>
<td>*Reads, interprets and presents professional nursing findings in external and internal lecture and clinical settings.</td>
</tr>
<tr>
<td>*Designs and participates in scholarly activity including: teaching, research and policy development.</td>
<td>*Reads, interprets and applies innovative educational strategies such as simulation in classroom and lab settings.</td>
</tr>
<tr>
<td>*Maintains highest standards of integrity in all professional activities.</td>
<td>*Advances nursing degree to doctoral level.</td>
</tr>
<tr>
<td>*Disseminates nursing and teaching knowledge to a variety of audiences.</td>
<td>*Member of evaluation committee which interprets data.</td>
</tr>
<tr>
<td>*Demonstrates skill in proposal writing which may include: grants, program development, and/or policy development.</td>
<td>*100% commitment to professional activities – meets all deadlines, responds promptly to internal/external email; clearly cites all references.</td>
</tr>
</tbody>
</table>

8) Effectively functions within the educational environment that fosters student learning and engagement in nursing practice.

<table>
<thead>
<tr>
<th></th>
<th>SCHOLARSHIP and PROFESSIONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues.</td>
<td>*Professional memberships.</td>
</tr>
<tr>
<td></td>
<td>*Obtained CNE certification.</td>
</tr>
<tr>
<td>JOB DESCRIPTION CRITERIA</td>
<td>RATING SCORE</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>*Advocates for higher education policies and funding to promote the profession of nursing.</td>
<td>F S</td>
</tr>
<tr>
<td>*Uses resources to effectively support the learning environment.</td>
<td></td>
</tr>
<tr>
<td>*Develops and builds a network of resources to support nursing education.</td>
<td></td>
</tr>
<tr>
<td>*Demonstrates respect, collegiality, professionalism and caring to support the organizational climate.</td>
<td></td>
</tr>
<tr>
<td>*Identifies and incorporates social, economic, political and institutional issues that impact on nursing education.</td>
<td></td>
</tr>
</tbody>
</table>

**Total of items 1 - 8**
Nursing Faculty - Competency Based Evaluation
Annual Professional Activities

Faculty Name: _____________________________________________________________

Faculty Activities Academic Year: __________________________________________

Professional Programs/Classes Attended:

●
●
●
●

Community Involvement:

●
●
●
●
●

How competencies are maintained in classroom/clinical:

●
●
●
●
●

Professional Memberships:

●
●
●
●

Professional Contributions:

●
●
●
Nursing Faculty - Competency Based Evaluation
Evidence of Faculty Scholarly Activity

SUMMARY
(For SPE data collection)

Faculty Name: _____________________________________________________________

<table>
<thead>
<tr>
<th># of Certifications</th>
<th># of Professional Memberships</th>
<th># of Continuing Education Sessions</th>
<th># of Presentations Outside AZC</th>
<th># of Publications</th>
<th># of Internal Research Activities</th>
</tr>
</thead>
<tbody>
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</table>
### Nursing Faculty - Competency Based Evaluation

<table>
<thead>
<tr>
<th>Evaluator Comments:</th>
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<tr>
<td></td>
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</tbody>
</table>

Professional goals for upcoming year (minimum of 3):

1) 

2) 

3) 

4) 

5) 

Employee Signature: ___________________________ Date: ________________

Dean Signature: ___________________________ Date: ________________
ADMINISTRATIVE EVALUATION OF CORE AND GENERAL EDUCATION ADJUNCT NURSING FACULTY
Classroom Observation

Faculty Name: ___________________________ Date: ___________________________
Evaluator: ___________________________ Course: ___________________________

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>U/E</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content is presented in an organized manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content coincides with objectives and syllabus</td>
<td></td>
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<tr>
<td>Uses questions to determine student’s level of understanding</td>
<td></td>
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<tr>
<td>Uses examples to clarify concepts</td>
<td></td>
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<tr>
<td>Allows time for student response</td>
<td></td>
<td></td>
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<tr>
<td>Summarizes important ideas</td>
<td></td>
<td></td>
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<tr>
<td>Content:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains the relationship of theory to clinical practice</td>
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<td></td>
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<tr>
<td>Maintains focus on the main topic</td>
<td></td>
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<tr>
<td>Teaching Materials:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses audiovisual and other teaching aids when appropriate</td>
<td></td>
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<tr>
<td>Presentation:</td>
<td></td>
<td></td>
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<tr>
<td>Presents material in a stimulating manner</td>
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<tr>
<td>Speaks clearly enough to be heard by the class</td>
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<tr>
<td>Speech and behavioral mannerisms are non-distracting</td>
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<tr>
<td>Maintains eye contact with the class</td>
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</tbody>
</table>
Listens attentively to students’ questions/comments

Responds appropriately to students’ cues

Uses a variety of teaching strategies effectively

Comments/Suggestions of Evaluator:

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Faculty Comments (optional):

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Evaluator: __________________________ Date: __________________________

Faculty: __________________________ Date: __________________________
ADMINISTRATIVE EVALUATION OF CORE and ADJUNCT NURSING FACULTY
Clinical Observation

Faculty Name: ___________________________ Date: __________________________

Evaluator: ___________________________ Course: __________________________

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>U/E</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization:</td>
<td></td>
<td></td>
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<tr>
<td>Directs students’ learning experiences according to defined clinical objectives</td>
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<tr>
<td>Conducts individual and/or group pre-conference and/or post-conference</td>
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<tr>
<td>Prioritizes students’ needs for instructor assistance and supervision</td>
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<tr>
<td>Maintains daily records on students’ performance</td>
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<tr>
<td>Knowledge &amp; Skills:</td>
<td></td>
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<tr>
<td>Assists students to relate theory to clinical practice</td>
<td></td>
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<tr>
<td>Communication:</td>
<td></td>
<td></td>
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<tr>
<td>Exhibits an approachable manner when interacting with students</td>
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<tr>
<td>Serves as a facilitator in group post-conference discussions</td>
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<tr>
<td>Student Supervision:</td>
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<td></td>
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<tr>
<td>Assists students to recognize their own learning needs</td>
<td></td>
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<tr>
<td>Assists students to problem solve and develop decision-making skills</td>
<td></td>
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<tr>
<td>Assists students in performing nursing care without taking over</td>
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<tr>
<td>Displays supportiveness to students during stressful situations</td>
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</tbody>
</table>
Serves as a professional role model

Comments/Suggestions of Evaluator:

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Faculty Comments (optional):

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Evaluated: _____________________________________________________________ Date: __________
Faculty: _____________________________________________________________ Date: __________
Syllabus Requirements

The course syllabus is a contract between faculty and student. Therefore, it is very important for the syllabus to address as many issues as possible and be written in a manner that is easy to understand. A standardized template will be provided for each nursing course which will include course specific components as well as Arizona College elements that are common to all of the courses within the program of study. A complete course syllabus must include the following:

- Semester
- Course title, number
- Pre-requisites, if any
- Class meeting time
- Faculty name
- Faculty office hours, office phone
- Textbooks required
- Tentative calendar of activities, including dates for papers, projects, tests, field trips
- Course description
- Course learning outcomes
- Attendance/absence policy including penalties
- Grading scale for course including weight given to each item
- Late/incomplete assignment policy including penalties
- Make up policy for missed/late/incomplete assignments including penalties
- Consequences for cheating, plagiarism, absences, tardiness or other breach of class discipline
- Arizona College Nursing Program mission statement
- ADA (American with Disabilities Act) statement
- What student does in case of an emergency
- Student responsibility to obtain missed information if absent
- Faculty's prerogative to change syllabus in writing or by announcement.
- Lab safety or hazardous material statement if necessary
- Important dates such as mid-term and final grades date

Faculty Office Hours

All faculty are expected to maintain office hours that are determined collaboratively between the Chair and the individual prior to the beginning of each semester. All faculty must be available during the semester at times that are mutually convenient to students and faculty. At the beginning of each semester, nursing faculty must complete a weekly schedule of office hours and post it on the board outside the nursing office. Office hours are also to be posted in the course syllabus. The Nursing Program Administrative Assistant may schedule appointments for students during faculty scheduled office hours.
Faculty Attendance Requirements - Classroom and Clinical Instruction

Faculty are expected to be in class and/or clinical at the time scheduled on the course calendar. Chronic lateness or absenteeism will be addressed with individual faculty by the Chair. Reassignment of course content will be determined by team members in the event of absence due to illness.

In the event of illness or other emergencies during a scheduled class time, the faculty member should contact the Chair and the Program administrative assistant.

Faculty are required to conduct clinical during the scheduled hours for the full instructional time. It is never appropriate to cancel any part of the clinical day, begin clinical late, or let students out of clinical early. Failure to comply may result in a report to the Board of Nursing. If it is necessary to cancel clinical hours, change clinical times, or change class location, the faculty must notify the Chair in advance. Every effort will be made to secure a substitute but if none are available the clinical day may have to be canceled.

If Faculty are absent more than one clinical day, the Chair will coordinate clinical coverage or provide an alternate clinical assignment to the students. In the event of the use of an alternate clinical assignment, the Chair will inform the clinical agency of the change in schedule.

Classes and clinical laboratories are not to be cancelled by faculty without consultation with the Chair. The time or place of class may not be changed from the approved schedule without consulting with the Chair.

Faculty Responsibilities for Assessment of Student Learning

- It is the responsibility of faculty to comply with the School of Nursing and Arizona College policies relating to registration, appropriate monitoring, and reporting of student progress, conduct and management of problems.
- Faculty are required to be familiar with the policies contained within these documents:
  - Current Arizona College Catalog
  - Arizona College School of Nursing Student Handbook
- Assignments must be graded, with substantive feedback offered, and returned to the student within seven (7) days of the submission date.

Classroom Performance/Behavior

Faculty may identify students who are not meeting expectations in an individual course or in the program overall. Students may also be identified whose behavior is below the professional standard. Students may be required to attend a mandatory session with their instructor for remediation or advisement. Students must remediate the academic and/or behavioral issue(s) by the end of the course to progress in the nursing program. Faculty are required to document student behavior and academic performance that does not meet expectations via the Progressive Intervention/Discipline process outlined in the School of Nursing Student Handbook.
Testing Requirements

See NLN Fair Testing Guidelines for Nursing Education document (Addendum A located at end of this handbook).

Test Preparation – Core Nursing Classes

- A test blueprint should be constructed for faculty use for each test in every course. Courses may modify the numbers of concept and nursing process cells to meet individual course objectives.
- Criteria for test questions are: learning objectives, cognitive levels, nursing process phases, and course concepts (including math questions) extraneous to the nursing process. To insure content validity, all test questions must come from the learning objectives.
- Because it is difficult to write test questions at the evaluating cognitive level and creating level, test blueprints include only the comprehension, application and analysis levels.
- Prior to construction of a test, the number of items per test is to be determined. The number of items per content area is based on the weight of each learning objective, not on the number of hours required to teach each content area.
- Test Format – standard items for tests are in multiple choice format with four response options: one correct (or best) answer and three distracters (incorrect answers). Alternate item formats may include multiple choice (wherein more than one or up to five choices may be correct), fill in the blank and short answer.
- Time Allotment – In accordance with NCLEX standards, 90 seconds per test question will be given, with no extra time allocated.
- Testing will take place during the first part of the class.
- A student who is tardy for a test/quiz day may be admitted to the test, but will not be permitted any extra time to complete the test/quiz.

Testing Environment

- Backpacks, purses, phones, hats, snacks, and water must be placed in front of the classroom or under the table.
- All phones must be on mute.
- Students may only use calculators issued by Arizona College School of Nursing.
- Faculty or designee will monitor all exams.
- No talking is permitted.
- Faculty have the right to move students.
- Once the exam has begun, students may not approach faculty to ask questions.
- Students may not leave the room once the exam has begun. If the student leaves the room, the instructor will pick up the exam and the student will receive score accordingly.
- After completing an exam, students will leave the classroom and not return until instructed by Faculty.
- Students who are observed to violate the above criteria will be asked to leave the exam, given no credit, and reported for a violation of the Student Code of Conduct.

Review of Exam

- Exams may be reviewed in class. Focus is on questions selected based on item analysis and response frequency. If a student wishes to discuss additional questions, he/she may make an appointment with the faculty member.
- In rare cases, at the discretion of the course faculty and in consultation with the Chair and/or Dean, test items may be nullified or alternative answers accepted after test item analysis and review of course material. Exam scores will be recalculated.
**Grading Scale – Core Nursing**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Baccalaureate Nursing Major Definition</th>
<th>Point Scale</th>
<th>GPA Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>93 - 100</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>85 - 92</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>77 - 84</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>Below Average - Not Passing</td>
<td>69 - 76</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure - Not Passing</td>
<td>68 or below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

- No rounding policy for all courses. All grades will be entered to the hundredth at their face value and not rounded (i.e. a final grade of 92.99 would be a B, NOT an A).
- Passing a class requires a minimum 77% cumulative weighted average on exam grades for all nursing major pre-licensure courses BEFORE additional assignments are calculated into the grade. A course average below 77% constitutes failure of the class.
- Extra points are not awarded on nursing coursework.

**Grading Scale – General Education Nursing**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Baccalaureate Nursing Major Definition</th>
<th>Point Scale</th>
<th>GPA Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>90 - 100</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>80 - 89</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>70 - 79</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>Below Average - Not Passing</td>
<td>60 - 69</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure - Not Passing</td>
<td>60 or below</td>
<td>0.0</td>
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</table>

**Make-Up Tests/Exams**

- If a student misses an exam, the faculty who taught the course content will arrange for the student to take a make-up exam.
- The make-up exam may be an alternative version of the original exam.
- Makeup quizzes/exams may be subject to the 10% grade reduction for late assignments.
- If the student is allowed to make-up a quiz or exam, the quiz or exam must be taken prior to the next scheduled class.

**Assignments**

- Assignments are to be turned in on time. Failure to do so will result in a penalty consistent with the policy stated in course syllabi. A penalty of 10% may be deducted for each calendar day late for a total of three days. If a student fails to submit the assignment after the three-day period, it will result in a 0 (zero) grade. No points will be given for assignments submitted three days past due date, but submission is still required.
Clinical Instruction

Introduction

Clinical faculty are essential for the success of nursing students. Clinical faculty provide effective clinical and practicum experiences in an environment that ensures support, coaching, mentoring and respect for students while they learn the art and science of nursing.

Purpose of Clinical Experiences

Clinical and practicum environments are educational environments for nursing students. While students are expected to apply the knowledge, practice the skills, and demonstrate professional attitudes consistent with professional nursing practice, the clinical or practicum experiences is a learning or "practice" experience for students not a "performance" experiences. Clinical and Practicum experiences provide the opportunity for students to:

- Apply the theoretical concepts learned in the classroom.
- Practice skills learned in the nursing laboratory in a variety of clinical or practicum situations.
- Demonstrate skills that cannot be fully experienced in the nursing laboratory.
- Develop and practice therapeutic communication skills with clients, their families, colleagues, and other health professionals.
- Utilize problem-solving and clinical decision-making skills for the benefit of the person.
- Practice clinical organization and time management skills, including determining clinical priorities for individual and multiple clients.
- Engage in professional socialization within nursing environments, acute care faculties and community practice settings.

Effective Clinical and Practicum Experiences

- Learning objectives must be consistent for all students in a given course regardless of clinical/practicum setting and faculty. All faculty should review objectives with students. Students in a given course communicate with each other and may be confused if different faculty have different course requirements for student success.
- To avoid this at the beginning of a session, all clinical faculty teaching the same clinical course should meet to discuss how to operationalize the requirements.

Student Performance & Competence

On the first day of the clinical rotation, faculty will review the skills list (passport) with the students to determine current skill status. The passport indicates skills that are to be covered during that rotation. The Students are to maintain their passport, take the list with them during each clinical experience, and have them signed and initialed to show proficiency for the skills.

It is the responsibility of the nursing faculty to observe the student the first time he/she performs a procedure or treatment. It is the sole prerogative of faculty to observe any procedure or medication administration until confident of the student's competent and safe performance.

The faculty must require the student to review the skill procedure in the facility's procedure manual prior to preparing for the skill and entering the client's room to perform the skill.

In clinical settings, students are not permitted to:

- Take verbal or phone orders
- Witness consents or blood products
• Insert or remove central lines
• Be responsible for ECG or fetal monitoring
• Be in charge of assigned patient while primary nurse is off the floor
• Carry narcotic keys
• Perform procedures or administer medications independently
• Transfuse blood products
• Push ACLS drugs

**Policies Concerning Nursing Skills Lab and Simulation Experiences**

• The Nursing Skills and Simulation labs are used to explain, clarify, and demonstrate nursing procedures. Assigned readings and learning activities are to be completed PRIOR to lab/lecture so that the student is able to take full advantage of in-lab practice time to discuss and clarify assigned material.

• Students are required to demonstrate competency in designated nursing procedures as determined by faculty assessment.

• Students MAY NOT perform designated skills in a clinical setting until the skills have been satisfactorily performed in the lab.

• Students are expected to attend ALL lab classes, arriving on time and having completed appropriate preparation for each class as assigned.

• Students are expected to utilize lab time to practice and master skills to meet criteria that demonstrate completion of course outcomes.

• Excessive lab absences, of 2 or more, may result in failure of the entire course.

• Tardiness or failing to remain present during the entire lab session will be addressed and may result in failure of the course.

• Students are NOT under any circumstances, permitted to practice invasive procedures on themselves or other persons. Invasive procedures are only to be practiced on non-human subjects such as simulation mannequins and other non-human learning tools.

• Students are not permitted to take photographs in the clinical setting or simulation/skills labs.

• Labs are NOT latex free, but do provide non-latex/powder free non-sterile gloves. Non-latex, powder free gloves will be provided to latex allergic students/faculty as needed with adequate prior notice.

**General Statements on Clinical**

• Clinical hours vary with facility placement and may include 12-hour blocks of time, weekends, and evenings. Flexibility is required since there are limited numbers of available clinical sites for student experiences.

• Transportation to all experiences is the responsibility of the student, who is also responsible for all parking fees. If a student does not drive, he or she must arrange to carpool with students who have a car or use public transportation.

• Specific clinical expectations for each nursing course are stated in the course outcomes. Successful completion of the course depends on demonstration of these outcomes.

• Students are expected to attend ALL clinical and pre-clinical experiences and pre and post-conferences to meet learning outcomes.

• All students must attend the agency specific orientation PRIOR to all clinical rotations. Any student absent on that day may NOT continue in the rotation without faculty PRIOR approval for the absence.
• Students must arrive on time, be professionally attired according to the Nursing Program dress code with appropriate equipment including a mobile device (if part of instruction), a watch with a second hand, and Arizona College picture ID (See section 4 in Arizona College Student Handbook).

• Students who do not adhere to dress codes will be removed from class or clinical, counted absent and must meet with the Director of Core Nursing. Continued violation will include further discipline, which may include dismissal from the program.

• Clinical faculty will be actively working with students guiding their learning during clinical time. Students do not work “under the license” of another nurse. A student, enrolled in a nursing program under the supervision of faculty is permitted to practice without a license due to provisions in the Arizona Nurse Practice Act.

• Students will take direction from Nursing Faculty at the clinical site.

• If a student is going to be late to the clinical site for unforeseen reasons, the student must text the clinical nursing Faculty before they arrive to clinical (not a fellow student).

Respect for Students
For many students, clinical and practicum experiences are frightening because of the interaction with real patients with real health care problems. Students should NEVER be reprimanded in front of patients, other students or staff members but rather receive formative feedback in private when their performance is unacceptable. If the faculty member thinks that, a third person is necessary when meeting with a student, the Chair of Core Nursing should be engaged rather than agency staff.

Arizona College School of Nursing is proud of the diversity of its students, staff and faculty. Such diversity may result in misunderstandings between students and faculty in regard to student's expectations. Different cultural understandings of male/female roles, teacher/student roles, and nurse/patient roles may result in behavior that is interpreted as disrespectful. All faculty are expected to be role models of cultural competence during their interactions with students, patients, and agency staff.

Preparation for Clinical Instruction
• Faculty may obtain a roster of student names for a rotation from the Director of Core Nursing. Developing a telephone tree/email list are suggestions to quickly get information to students concerning changes for clinical. It is important that personal information remains confidential.

• Faculty may obtain clinical agency contact information from the college

• Meet with clinical agency liaison and patient care coordinator to discuss:
  ▶ The clinical course,
  ▶ Agency policies, procedures, expectations,
  ▶ Level of students in the rotation
  ▶ Procedures for obtaining lab work test results
  ▶ Any necessary EMR orientation requirements
  ▶ Parking arrangements
  ▶ Pre and post-conference arrangements
  ▶ Arrangements for student orientation day activities and room assignments with liaison person

• It is the faculty’s responsibility to identify additional agency requirements and assist students in meeting them. If there is a question regarding student immunizations or CPR cards, these questions should be directed to the Chair of Core Nursing.
Daily Clinical Instruction

- Faculty are expected to be actively working with students and guiding their learning during clinical time.
- Faculty must be available to students at all times with their pager/cell phone, even though they may be assisting another student.
- Students are responsible for notifying faculty of opportunities to perform skills or give medications.
- After pre-conference and report, students may start assessing their clients and providing care in collaboration with the registered nurse responsible for the client.
- Faculty usually makes rounds and visits students and their assigned clients. When not assisting a student, faculty continues to make rounds throughout the clinical time.
- In recent times, clinical agencies have experienced lower patient census levels. Clinical faculty should be ready with a plan for such instances. Creative alternatives are suggested below.

  NOTE: All faculty should clear all alternative assignments with the clinical agency staff.

  - Not all students will administer medications every clinical day, especially when beginning students are developing proficiency and confidence in their skills.
  - Assign one or two students the team leader role with other students being members of the team. In this way, the "team leader" interacts with the "team members" under the guidance of faculty to ensure the client needs are met.
  - Assign two students to provide care to one or more clients together. This can reinforce collaboration in client care.

- Although a nursing student may be providing direct patient care, the healthcare organization's nursing personnel are ultimately responsible for the patient. The fact that a nursing student was assigned to a patient never absolves the staff nurse from performing his or her own assessments and documenting important observations.

- In Clinical, faculty is responsible for:
  - Observing or assisting students with skills and therapies for the first experience and then as needed.
  - Assessing medication knowledge and monitoring medication calculation and administration.
  - Coaching students to assist integration of critical reasoning skills
  - Helping identify strengths/weaknesses and goal setting
  - Role modeling professional behaviors and standards.
  - Evaluating and grading care plans, care mapping, presentations and other projects.
  - Completing all evaluations including formative and final summative evaluations.
Suggestions for Topics Pre and Post-Conferences

Pre-Conference

During pre-conference, planning or client care continues. This is an opportunity for students to ask questions about their assigned clients and for faculty to assess students’ preparation. It also provides students with an opportunity to organize their day and establish priorities of care. If students are expected to participate in change of shift report, pre-conference should finish so that the students are on time for reports.

Post-Conference

Post-conference is a time to analyze and synthesize the events of the clinical day. It is essential to summarize the day’s experiences and set goals for future clinical days.

There are many strategies for creating a successful post-conference. Often, post-conference is used to process student feelings about some critical event of the day, such as death of a client, a successful CPR, a client's diagnosis of a terminal illness, or a client's hostile or belligerent behavior. Post-conference may also be used for students to present their client/patient using a "nursing rounds" model. All students can then participate in a discussion about the care provided and alternatives to that care. Such discussion can be used to challenge students to provide evidence/rationale that supports the care they planned. On occasion, post conference may be used for specialized health professionals such as the infection control nurse, social worker, respiratory therapist, or chaplain to discuss their role in client care.

Post-conference should always be done in an environment where client confidentiality is maintained. The activities of post-conference can help students synthesize the events of the clinical day through continuation of situated learning and critical analysis of their client and care they provided.

Alternative Clinical or Practicum Experiences

- In many courses, alternative clinical and practicum experiences may be assigned to enhance student learning.
- Alternative experiences are not to be a way to decrease the number of students on the nursing unit or a way to “reward” good students, but rather planned activities with specific objectives that address student learning needs and are available to all students.
- Alternative experiences may include interaction activities with patients/clients or other health care professionals; attendance and/or participation at professional conferences or meetings; or other instructional activities.
- When an alternative activity is assigned there should be clearly written learning objectives for the activity and a method of evaluating the student's learning from the activity.
- Faculty retains full supervision and accountability of students in any alternative experiences.

Skills Proficiency/Laboratory Evaluation

Students will be required to demonstrate competency in designated nursing procedures. Students who come unprepared to lab or who are not demonstrating skill competency will be given an unsatisfactory performance rating.

Inability to pass the skills check off on the second pass may result in not progressing in the course.

Students must demonstrate continuing clinical competence throughout their program. Students may be required to participate in additional clinical skills assessments outside of regularly scheduled academic activities at the discretion of faculty or administration. These assessments are intended to evaluate student competency on an ongoing basis and determine need for additional practice. Skills learned
during previous semesters may be tested. Students who are unable to demonstrate competency will be required to complete remediation and retesting of the skill.

**Clinical Performance Evaluation**

Students are expected to demonstrate professional nursing behaviors and follow all standards and policies outlined in the Arizona College Nursing Student Handbook while fulfilling the clinical requirements.

Unsafe practice is any situation arising from a student's contact with a patient or family that places the patient, patient's family, student, staff, health care facility or college at risk. Unsafe practice may result as a single event or serious nature or a pattern of behaviors of unacceptable risk.

This list is not all inclusive but does provide some examples of unsafe practice:

- Refusal of a patient assignment based on client's race, culture, religious or sexual preference or medical diagnosis
- Breach of confidentiality
- Dishonesty / Not telling the truth
- Failure to respect client dignity and client rights
- Denying or covering up one's own errors or failure to report errors in clinical practice
- Practicing or Performing Skills:
  - Beyond the student's level of demonstrated competence appropriate Scope of Practice
  - Without faculty supervision
  - Outside the academic environment
- Causing a client unnecessary suffering or harm
- Failing to follow College or Agency policies and procedures
- Lack of preparedness for Clinical
  - Incomplete paperwork
  - Missing nursing supplies
  - Not dressed in clinical uniform and shoes
  - Lacking basic understanding of assigned patient diagnosis and care
  - Unable to perform any skill that student has been checked off in lab including physical assessment.
- Boundary Violations: Student-Client
  - Misappropriate a patient's property
  - Seek to obtain personal gain at patient's expense
  - Sexual conduct with a patient
  - Conduct or verbal behavior that is reasonably interpreted as seductive or sexually demeaning with a client
- Falsifying attendance at required agency, home visit, professional meeting, and clinical experiences
- Falsifying documentation on a medical record
- Failure to report abnormal data in a timely manner to the appropriate person
• Failure to follow faculty guidance
• Failure to notify agency / faculty of a clinical absence and/or unexcused absence
• Tardiness, and/or failure to notify Faculty/staff of tardiness
• Use of cell phone or electronic device in clinical area for personal/social business
• Demonstrating signs of impairment and under the influence of alcohol or drugs at a clinical site
• Any Fitness to Practice Concern
• Displaying mental, physical, or emotional behavior(s) which may adversely affect others’ well being
• Lacking physical coordination essential for carrying out nursing procedures and delivery of patient care
• Lacking information processing ability necessary to make appropriate clinical judgments and/or decisions
• Interacting inappropriately with agency staff, co-workers, peers, patients/clients, families and/or faculty resulting in miscommunication, disruption of learning and/or patient care environment
• Failing to follow through on suggested referrals or interventions to correct deficit areas which may result in harm to others
• Removing drugs, supplies, equipment or medical records from a clinical setting

If a student is considered unsafe for any reason by the supervising clinical faculty:
• The Student will receive "Unsafe Practice' rating for that day and be removed from Clinical setting
• Faculty will meet with the student to specify and discuss unsafe behavior and provide guidance and expectations for remediation and improvement
• Together they will develop a “Remediation Agreement” with established date, time, and place for re-evaluation. Such “Remediation Agreement” may include need to undergo evaluation by medical professional to determine fitness to practice
• Students must demonstrate correction of unsafe practice before return to any clinical setting
• Depending on severity of unsafe behavior the consequences may range from mandatory advisement to failure of course
Nursing Faculty - Professional Attire Requirements

Arizona College nursing faculty are expected to act as role models for delivery of the highest standards of nursing education and patient-centered care for students and communities we serve.

Therefore, the following dress code guidelines for faculty are recommended to foster development of professional behavior in our students that:

- Demonstrates concern for safety of the client and the nurse,
- Demonstrates sensitivity to client's perceptions and expectations of professional faculty and students in our program.

Please refer to Section 4 – Arizona College Nursing Student Handbook for the student dress code

Faculty Dress Code (Classroom or Office):

Nursing faculty must dress in a professional manner and role model professional appearance to students.
Female: Dress, skirt and blouse, pantsuit or dress pants or capri pants with top.
Male: Business casual pants and dress shirt.

Faculty Dress Code (Clinical)

A white lab coat with solid color scrubs (as established by Arizona College Nursing) or white uniform worn underneath the lab coat is appropriate in clinical and lab settings. A college identification badge is required at all times in the clinical or lab setting. Street clothes are NOT appropriate during patient care experiences, but some exceptions may exist in specialty rotations.

- Jewelry The only jewelry that may be worn is a wedding ring/engagement ring, small post earrings and a wristwatch. Necklaces are not acceptable. In certain rotations, it may be advisable to not wear jewelry at all.
- Piercings No visible facial or body piercing jewelry is allowed. No objects of any type may be worn in the tongue. If necessary, a small beige bandage is permitted to cover a visible piercing. In all cases, faculty and students must be in compliance with the professional appearance policy of the agency. No accommodation will be made to change location of clinical rotations.
- Tattoos Tattoos must be covered, if possible. Tattoos which convey a message that is contrary to Arizona College professional standards are not permitted. Visible tattoos that are obscene, lewd, crude, or portray a message that contain nudity, vice, crime or that contain profanity are strictly forbidden. Faculty will be required to cover such tattoos.
- Hair Hair must be clean, combed, normal color (not pink, blue, purple etc.), worn up/off the collar, and worn back from the face while at clinical sites to meet health and safety standards. Eccentric styles (i.e., mohawk) are not permissible in lab or clinical settings. Closely trimmed beards, sideburns, and mustaches are permitted, but must meet facility policy for client safety.
- Makeup Makeup should be minimal and in good taste.
- Chewing Gum Chewing gum is not permitted while in lab or clinical.
- Fragrance Cologne, after-shave, scented lotions and or perfumes are not permitted.
• Socks  White socks or neutral nylons must be worn with the uniform.
• Shoes  Uniform style shoes and laces must be clean and white with low heels. No open toes, backless shoes or sandals. White clogs with non-porous top and a back strap are permitted.
• Nails  Fingernails must be clean, short with clear, neutral polish. Artificial nails, nail wraps, or extenders are NOT permitted in the clinical setting.
“For Cause” Drug Screening Protocol for Students

1. For-Cause Drug Screen

Expectation: The faculty and students have a responsibility to strive for high quality patient-centered care and nursing education. To fulfill that responsibility, students must devote their full faculties and abilities to their academic and clinical work, free from the effects of alcohol and other performance-enhancing substances. The College considers use, possession, distribution, or sale of drugs that are illegal, except when taken as prescribed by a Health Care provider as contrary to the welfare of the Arizona College community.

   a. Students are subject to screening if either the faculty and/or an agency nursing staff member suspects the student is impaired at any time on campus, or during any health care experience or any other university or work related activity.

   b. This includes but is not limited to: evidence of drugs or alcohol on or about the student’s person or in the student’s possession, unusual conduct on student’s part that suggests possible use or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.

   c. The student will submit to immediate oral drug and alcohol screening as directed by faculty or Arizona College staff. Upon student’s oral consent, faculty will contact a transportation service and arrange for student transport to a designated medical service facility.

   d. Any student who refuses testing will be removed from the classroom or clinical area and will be transported home by an Arizona College designated transportation company.

   e. Students will remain out of the clinical area and the classroom until an investigation is completed, and the Dean of Nursing or designee has made recommendations. Student may be subject to dismissal from the Nursing Program.

   f. A negative result is required to continue in the Nursing Program.

      1. The student must meet with the Dean of Nursing or designee to discuss perceptions of impaired behavior and steps to avoid similar occurrence
      2. A medical referral for documentation of any medical condition or treatment may be requested
      3. The student will NOT be counted as absent from clinical

   g. Positive For Cause Screen – Evaluated as negative by the MRO, the student:

      1. Must meet with Dean of Nursing or designee
      2. May be required to undergo at student’s expense an evaluation for drug use/prescription use/impairment by neuropsychiatrist recommended by the Arizona State Board of Nursing ( AZBN)
      3. Must follow recommendations deemed necessary by the Dean of Nursing or designee
      4. Must provide a NEGATIVE screen PRIOR to return to clinical
      5. May be subject to periodic screens at student's expense
      6. May be withdrawn from the Nursing Program for up to 12 months
      7. Will be reported to the State BON.
      8. Acknowledge continuance in a 12-step program or aftercare
      9. May reapply to the nursing major after the withdrawal period has been satisfied and must submit evidence of satisfactory participation in a rehabilitation program for alcohol or substance abuse from an approved provider. More than one incident of a For Cause test that is positive but ruled negative by the MRO may result in withdrawal from the program.
      10. Must provide a Negative screen BEFORE readmitted to program
      11. The Dean of Nursing or designee will review materials and make the final decision on readmittance. Any readmitted student who later screens positive may be permanently dismissed from the Nursing Program.
If a student refuses “For Cause” Testing:

The Chair will contact transportation to take the student home. If the student refuses transportation, the student will be informed that security/law enforcement will be notified. If the faculty observes the need for testing, he/she should do the following.

a. Document the following in writing:
   - Student behavior
   - Actions taken
   - Written statement of person verifying behaviors
   - Student’s response

b. Contact the Dean of Nursing as soon as possible and provide the above documentation to Dean the same day as the incident.

A student’s failure to comply with any aspect of this policy will result in withdrawal from the program.
Nursing Faculty Responsibility for Safety

Infection Control

All nursing faculty and students are professionally and ethically obligated to provide client care with compassion and respect for human dignity. Hence, they may not ethically refuse to care for clients solely because the client is at risk of contracting, or has, an infectious disease such as HIV, AIDS, or HBV. All rules of confidentiality are following when working with clients.

Standard Precautions:

- All blood and body fluids are considered potentially infectious and are treated as if known to be infectious for HIV, HBV, and other blood-borne pathogens.
- Contaminated sharps shall not be bent, recapped, or removed. Shearing or breaking of contaminated needles is prohibited.
- Contaminated sharps must be placed in appropriate container as soon as possible.
- Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in the work area where there is a likelihood of occupational exposure. Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.
- When exposure is possible, personal protective equipment shall be used. Personal protective equipment includes:
  - Gloves shall be worn when it can be reasonably anticipated that the individual may have had contact with blood, other potentially infectious materials, mucous membranes, and non-intact skin, when performing vascular access procedures, and when touching contaminated items or surfaces.
  - Masks, eye protection, and face shields shall be worn whenever splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated.
  - Gowns, aprons, and other protective body clothing shall be worn in occupational exposure situations and will depend upon the task and the degree of exposure anticipated.
  - Surgical caps or hoods and shoe covers shall be worn in instances when gross contamination can be reasonably anticipated.
  - Wash hands immediately after removal of gloves or other personal protective equipment.

(Excerpts from OSHA Blood-borne Pathogens Section 1910.103)

Exposure Guidelines

Faculty must wear appropriate protective clothing/equipment when performing any task(s) that may involve exposure to body fluids.

- Any direct exposure to body fluids occurring must be reported to the Dean of Nursing.
- Individuals exposed to body fluids shall follow this protocol:
  - Wash the area immediately with a disinfectant agent; for eye splashes rinse the area with clean water.
  - Report the incident to the clinical agency.
  - The exposed individual should immediately go to an Emergency Department or Urgent Care to seek triage and treatment. The student is responsible for all costs related to exposure, triage, and treatment. Arizona College will pay for costs related to work related injuries.
• The Faculty will complete an agency Incident Report.
• The Faculty will complete the Arizona College Unusual Occurrence Report.
• Information from the U.S. Department of Labor, Occupational Safety & Health Administration (OSHA) is available at: http://www.osha.gov/SLTC/bloodbornepathogens/index.html

**Infection Control - TB**

When a Faculty has been exposed to TB, the Faculty should immediately go to their personal primary care provider or Urgent Care to seek triage and treatment.

- A Faculty with a new infection needs to be evaluated for active TB and may be treated prophylactically.
- A Faculty with previous reactive tuberculosis skin test should have baseline symptom screening and repeated in 12 weeks.
- A Faculty diagnosed with active pulmonary or laryngeal TB will not be able to return to class/clinical until he/she is noninfectious.
- Faculty must provide documentation from healthcare provider of the noninfectious status.
- After the Faculty returns to school and remains on anti-RB therapy, periodic documentation from healthcare provider is needed to show that effective drug therapy is being maintained for the recommended period and sputum AFB remains negative.
Incident Report Policy

An Unusual Occurrence is any event that has potential for harm to any person while in Nursing Program classes, laboratories, or clinical agencies. The student is responsible for informing the faculty member of occurrence as soon as possible after the occurrence.

- Upon notification, the faculty member and student will meet to determine the nature of the occurrence. The faculty member will determine the necessary actions required for follow-up of the occurrence.
- A Nursing Program "Report of Unusual Occurrence" form (see below) must be completed to document any unusual occurrence.
- Any student failing to notify the instructor immediately upon discovery of an unusual occurrence as defined will be subject to disciplinary actions including course failure and/or dismissal from the program.
- When a behavior occurs that could jeopardize life, impede recovery, or interfere with maintenance of the patient's current health status, a conference will be held as soon as possible with the nursing student, nursing faculty, and Program manager.
- Any student unable to demonstrate safe and competent patient care, fails to maintain compliance with health and safety requirements, or has excessive absences from the clinical experience will be removed from the clinical assignment and will receive a failing grade in the course.
INCIDENT REPORT  (To be completed by Nursing Faculty Member)

Date ________________________  Time: ________________ s

Student’s Name__________________  ID Number__________________

Address ____________________________________________________________________________

Student’s Phone: ____________________________  email ________________________________

Faculty Member’s Name: ______________________________________________________________________

Location of Event (Agency, Unit, Room) ______________________________________________________________________

__________________________________________________________________________________

Description of Student   ☐ Needle Stick   ☐ Body fluids   ☐ Other

__________________________________________________________________________________

__________________________________________________________________________________

Nature of Injury: ______________________________________________________________________

__________________________________________________________________________________

Disposition of Faculty ☐ Emergency Room/Urgent Care   ☐ Private Primary Care Provider

☐ Other

__________________________________________________________________________________

☐ No care required   ☐ Follow-up required

☐ Agency Incident Report Completed

Witness: ______________________________________________________________________

Address ____________________________________________________________________________

Faculty Signature ___________________________________________  Date ______________________

Dean Signature ___________________________________________ Date ______________________

☐ Original to Student  ☐ Copy to Program Office  ☐ Copy to Faculty HR File
Addendum A

National League of Nursing (NLN)
Fair Testing Guidelines for Nursing Education

Developed by the NLN Presidential Task Force on High-Stakes Testing, the Fair Testing Guidelines for Nursing Education are based on the League’s core values of caring, integrity, diversity, and excellence, and on widely accepted testing principles. Fair, in this context, means that all test-takers are given comparable opportunities to demonstrate what they know and are able to do in the learning area being tested (Code of Fair Testing Practices in Education, 2004).

These guidelines have been formulated within the context of an overall need for testing. We acknowledge that faculty are fully committed to assessing students’ abilities and to assuring that they are competent to practice nursing. Faculty are also cognizant that current approaches to learning assessment are limited and imperfect.

The NLN supports the belief that tests and evaluative measures are used not only to evaluate student achievement, but, as importantly, to support student learning, and evaluate and improve teaching and program effectiveness. Within this framework, the standards for testing in high stakes situations are consistent with general practices for ethical and fair testing practices.

The NLN Fair Testing Guidelines for Nursing Education value students’ perspectives and backgrounds, and acknowledge the role of faculty in their implementation.

I. General Guidelines

A. Faculty have an ethical obligation to ensure that both tests and the decisions based on tests are valid, supported by solid evidence, consistent across their programs, and fair to all test takers regardless of age, gender, disability, race, ethnicity, national origin, religion, sexual orientation, linguistic background, testing style and ability, or other personal characteristics.

B. Faculty have the responsibility to assess students’ abilities and assure that they are competent to practice nursing, while recognizing that current approaches to learning assessment are limited and imperfect.

C. Multiple sources of evidence are required to evaluate basic nursing competence. Multiple approaches for assessment of knowledge and clinical abilities are particularly critical when high-stakes decisions (such as progression or graduation) are based on the assessment.

D. Tests and other evaluative measures are used not only to evaluate students’ achievements, but, as importantly, to support student learning, improve teaching and guide program improvements.

E. Standardized tests must have comprehensive testing, administration, and evaluation information readily available to faculty before they administer, grade, distribute results, or write related policies for test results. Faculty have the responsibility to review and incorporate these materials in communications to students about standardized testing and its consequences.

F. Faculty and schools of nursing have an ethical obligation to protect every student’s right to privacy by maintaining appropriate confidentiality related to the testing process and to test results.
II. Test Development and Implementation

A. Selecting Appropriate Tests
   1. Standardized tests must show evidence of reliability, content and predictive validity, and evidence of fairness and equity as shown by test performance across test-taking subgroups based on culture, race, or gender.
   2. Tests should be appropriate to their purpose and have good technical quality.
   3. Tests should be screened for offensive content or scenarios.
   4. Tests should be reviewed regularly for content accuracy and relevance to practice.
   5. Test vendors should provide technical manuals that provide information on the test's blueprint, test development procedures, psychometric testing, and norms.

B. Informing Test Takers
   1. Students should be notified as early as possible about the nature and content of the test and any consequences of taking the test (i.e., how test scores will be used).
   2. Students should be informed about the test's different modalities (print, web, verbal) and available accommodations.
   3. A process should be implemented to document that students have read, understood, and accepted the guidelines.

C. Administering and Scoring Tests
   1. Detailed test administration procedures should be clearly outlined ahead of time and adhered to (time frame, use of books/notes).
   2. Procedures for evaluative measures (clinical performance, simulation, case analysis, etc.) should be delineated.
   3. Inter-rater reliability should be regularly assessed.
   4. Psychometric analysis should be used when possible to assure that the test is valid and internally consistent.
   5. Methods of protecting the integrity of test items for standardized tests or other forms of testing, in which the items will be used in more than one context, should be clearly defined.

D. Reporting/Interpreting Test Results
   1. Detailed norming information on standardized tests should be provided.
   2. On tests used for predictive purposes, periodic evaluation of predictive validity should be included.
   3. More than one mode of learning assessment should be used to make high stakes decisions.

III. Recommendations to Achieve a Fair Testing Environment

A. Convene a culturally and demographically representative group of faculty, students, and administrators to review your program’s current high stakes testing plans and policies.

   Through the input of a diverse group of people affected by testing policies, new understanding about high stakes tests and their consequences can be mutually discovered. All members of your review group should feel free to share their knowledge about the tests, their perceptions of how tests are used and their intended purposes, and the consequences of any change to testing policy.

B. As a faculty, undertake a thoughtful and comprehensive review of the factors leading to the development and implementation of high stakes testing in your program.
Program quality encompasses more than what is measured by licensure exam pass rates. The nursing education literature and stories from students and faculty alike reveal that high stakes tests are often quickly implemented in response to both internal and external pressures. And the feeling of having done something can unintentionally divert faculty attention from other systems-related issues that bear on NCLEX-RN pass rates and other measures of program quality. Factors such as admissions policies, instructional effectiveness, remediation and study requirements, and course-level assessments are all valid aspects of the educational process for review and improvement.

C. Invite faculty or other experts with experience using high stakes tests to provide feedback on how high stakes tests are best used within the context of national guidelines, ethical considerations, and regulatory requirements.

Faculty members from other disciplines such as psychology, educational assessment, and psychometrics, many available locally (even within the same college or university), may have a longer history of using high stakes tests in their educational practice. This could also be an opportunity to seek legal review of testing policies. This step is often overlooked during policy development but is increasingly important as schools seek to avoid costly and time consuming legal battles, and the negative publicity that ensues.

D. Until more formal studies are done, seek out and learn the practices of schools that have not needed to implement high-stakes testing, or that use tests in non-high stakes ways, but still achieve excellent NCLEX-RN pass rates.

Across the nation — likely in every state — there are nursing education programs that maintain high NCLEX-RN pass rates. These programs admit very diverse students from a range of educational backgrounds, provide outstanding educational experiences, and have high retention rates. Students graduate from these programs, successfully pass the licensing exam, and enter the nursing workforce well prepared. Much could be learned about the effective practices and characteristics of these schools; their strengths are worthy of study and possible replication.

E. Develop a communications plan for students and faculty that conveys essential information about your testing policy and practices.

Reassure students and faculty that local testing policies are aligned with NLN Fair Testing Guidelines, that there is strong psychometric support for using tests in fair and effective ways, and that testing policy, like other components of the overall assessment plan, considers the input of a variety of constituents, including students, faculty, and program leaders.
Acknowledgement of Nursing Faculty Handbook

I, _______________________________ acknowledge that I have received the Nursing Faculty Handbook. By signing below, I am stating that I agree to abide by all standards and rules in the Nursing Department. I understand that these standards will be subject to change and I will be bound to said changes.

Signature: _______________________________ Date: _______________

Print Name: _______________________________

cc: Arizona College - Human Resources Faculty Personnel File
Arizona College – School of Nursing Faculty Personnel File