SUBJECT: Cover Sheet

Faculty Handbook

Supplement
To Southern Utah University
Employee Policy And Procedures Code Book

Updated January 2012 by
SUU Department of Nursing Faculty and Staff
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**Student Handbook**                                                                 | 47   |
New policies or revisions will be presented, discussed and approved through LCC then presented to all faculty in faculty meeting. Discussions will include congruency with COS and SUU policies. Policies will be included in the minutes and dispersed to all faculty and staff for review prior to next faculty meeting. In faculty meeting corrections and additions will be made to arrive at a consensus concerning the policy. Once approved in faculty meeting, policy will be included in the DON handbook by administrative assistant.
SUBJECT: DEPARTMENT OF NURSING Curriculum Review

In an effort to keep curriculum current and to assure consistency and leveling of content, the LCC will review all courses (didactic and clinical) of one level each semester. By this method, each level will be reviewed every other year and as needed. Level reviews will be documented in LCC minutes. Significant changes to curriculum will be brought to entire faculty and then through SUU curriculum change process.
SUBJECT: Faculty Evaluation/LRT Criteria

Teaching
60% - 80%
• NLN Statement.
• Prepare & Provide excellent classroom & clinical experience.
• Evaluation Scores are on Par or above C.O.S. scores.
• Fulfills student advisement & availability responsibilities.
• Student test scores demonstrates excellent teaching.
• Maintain a connection with practice.

Service
10% - 20%
• Department Committees/Assignments
• College Committees/Assignments
• University Committees/Assignments
• Community Service
• Professional Memberships/Service

Scholarship
10% - 20%
• Generation, dissemination, or application of research.
• Maintenance of Certifications.
• Continuing Education.

The Nurse Educator
Exemplary Collegiality and Professional Behavior

Novice:
Experience/Demonstration
Inconsistent

Competent:
Consistent Performance

Excellent:
Consistent Performance Plus
SUBJECT: Faculty Evaluation/LRT Criteria

The department of Nursing will evaluate its faculty members according to four criteria (teaching effectiveness, scholarly/creative activity, service to the University/community/profession, and collegiality). Following the evaluation guidelines in Policy 6.1, the scale for rating faculty performance will be:

**Standard Professional Performance (SP)**
Meets accepted standards of professional performance

**Low Performance (LP)**
Does not consistently meet accepted standards of professional performance. If the faculty member is retained, a development plan is required.

**Unacceptable Performance (UP)**
Does not meet minimal standards of professional performance

(JUSTIFICATION MUST BE INCLUDED FOR EACH LEVEL OF PERFORMANCE)

### Teaching Effectiveness

**Preamble**

Southern Utah University’s (SUU) mission, as defined in Regent’s Policy, R312, states that “teaching is of primary importance” (SUU Policies and Procedures, Policy 6.1 – Faculty Evaluation, Promotion, and Tenure, Section IV., 1.). *It is important for faculty members to document teaching effectiveness in as many different ways as possible. If no other means of documentation is provided, decisions regarding teaching effectiveness will be made, by default, based primarily on student evaluations.*

**Standard of Performance**

The standard will be ratings of SP assigned for 3rd Year Reviews and Promotion and Tenure as evidenced by:

- Creation of an organized and well-managed learning environment (syllabi, course outlines, learning objectives, study guides, etc.)
- Creative, innovative, thoughtful and thorough methods and materials (unique clinical/lab experiences, classroom activities, projects, etc.)
- Seeking and receiving feedback from students and others about teaching performance (student scores and comments, peer evaluations of classroom and/or materials)
- Thoughtful reflection about the feedback (analysis of quantitative and qualitative data, summary, overviews, etc.)
- Adjustments made (comments and narrative about what worked and didn’t work and thoughts of why)

**Definition of Teaching Effectiveness**

In the department of Nursing, teaching effectiveness can be demonstrated in the following ways:

**Peer Evaluations**

Faculty members may seek written, formative peer teaching evaluations and provide evidence of reflection on those evaluations.
SUBJECT: Faculty Evaluation/LRT Criteria

Student Evaluations
Student evaluations will be conducted in all classes, every semester (including laboratory and clinical-based courses). These evaluations will be conducted according to COSE practice. Numerical averages for all teaching-related questions will be tabulated for all courses taught by each individual faculty member and collectively for all courses taught by the departments. The department will maintain these evaluations and their averages. Individual faculty members are encouraged to obtain their own informal evaluations and analyze, summarize, and interpret both the informal and the department data. Faculty members are also encouraged to show evidence that they have read and understand the student written comments.

Department Chair Evaluations
The chair will evaluate each faculty member each year. The SUU evaluation letter will be used for all evaluations, and will include: teaching effectiveness, scholarship, service, and collegiality.

Scholarly/Creative Activity
Scholarly/Creative Activity shall be defined as consistent with SUU following the Boyer Model and as interpreted by the AACN position statement, “The four aspects of scholarship that are salient to academic nursing – discovery, teaching, applications in clinical practice, and integration of ideas from nursing and other disciplines to be used to guide promotion, tenured, and merit reviews in a way that is appropriate to the profession; expand the scope of recognized scholarly activities; guide individual career planning; and demonstrate the growth of the profession over time.”

Scholarship of
...discovery, where new and unique knowledge is generated;
...teaching, where the teacher creatively builds bridges between his or her own understanding and the students’ learning;
...application, where the emphasis is on the use of new knowledge in solving society’s problems; and
...integration, where new relationships among disciplines are discovered.

These four aspects of scholarship are salient to academic nursing, where each specified area supports the values of a profession committed to both social relevance and scientific advancement.

Definition of Scholarship of Nursing:
Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods.
SUBJECT: Faculty Evaluation/LRT Criteria

Standards

Scholarship of Discovery

The scholarship of discovery is inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). Within nursing, the scholarship of discovery reflects the unique perspective of nursing that "takes an expanded view of health by emphasizing health promotion, restoration, and rehabilitation, as well as a commitment to caring and comfort (AACN, 1998, p.1)." The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. It increasingly is interdisciplinary and collaborative in nature, across professional groups and within nursing itself.

Primary empirical research is the systematic collection of data to answer an empirical question or test an hypothesis. A variety of qualitative and quantitative designs is used, including experimental, quasi-experimental, descriptive, exploratory, case studies, and ethnography. Source materials include primary empirical measurements, observations and specimens, databases created for other purposes, and published reports of research.

Historical research includes original investigations using manuscripts, documents, oral narrative, and other printed and non-printed materials.

Theory development is the process of drawing together scientific and experiential knowledge, assumptions, and principles into a systematic set of statements that have explanatory and predictive power with respect to an area of experience. Scientific theories suggest explanations for phenomena that may be subjected to empirical tests.

Methodological studies include the development and testing of new or revised methods of inquiry that have utility in generating knowledge.

Philosophical inquiry in nursing is metaphysical, epistemological, and ethical and involves critical reasoning and argument that is systematic, rational, and critical. It seeks to answer questions related to the meaning of health and illness in the context of human life, how we acquire and evaluate knowledge, and the standards of conduct of life. Whether arguments are inductive or deductive in nature, assumptions are thoroughly examined and principles of logical thought and proof are followed.
SUBJECT: Faculty Evaluation/LRT Criteria

Examples of Documentation of the Quality of the Scholarship of Discovery

- peer-reviewed publications of research, theory, or philosophical essays;
- presentations of research, theory, or philosophical essays;
- grant awards in support of research or scholarship;
- mentorship of junior colleagues in research or scholarship;
- state, regional, national, or international recognition as a scholar in an identified area; and
- positive peer evaluations of the body of work.

Scholarship of Teaching

The scholarship of teaching is inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). This scholarly approach supports the development of educational environments that embrace diverse learning styles, and increasingly, places the focus of education on the learner (Edgerton, 1997). Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge, and adds to deeper understanding of both the discipline and pedagogy. The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

Knowledge of the discipline or specialty applied in teaching-learning includes innovations that demonstrate the knowledge of the faculty member in relation to teaching (such as authorship of textbooks or other learning aids), technology application, and theory building in the teaching-learning assessment context.

Development of innovative teaching and evaluation methods includes research in teaching strategies, course development and outcome evaluation, curricular and faculty evaluation innovations, research related to the knowledge and pedagogy of nursing, and creation of innovative learning environments that support diverse groups of students.

Program development and learning outcome evaluation includes the development of outcomes assessment programs, accreditation reports, grant proposals for educational programs, disciplinary and interdisciplinary programs, and educational evaluation models.

Professional role modeling includes the mentoring of students and novice faculty, leadership roles in curriculum and instruction, development of programs for lifelong learning, and leadership in shaping educational policy.
SUBJECT: Faculty Evaluation/LRT Criteria

Examples of Documentation of the Quality of Scholarship of Teaching

- peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories;
- accreditation or other comprehensive program reports;
- successful applications of technology to teaching and learning;
- positive peer assessments of innovations in teaching;
- state, regional, national, or international recognition as a master teacher;
- published textbooks or other learning aids;
- grant awards in support of teaching and learning;
- design of outcome studies or evaluation/assessment programs; and
- presentations related to teaching and learning.

Scholarship of Practice (Application)

The scholarship of practice has emerged in nursing as a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline (Norbeck & Taylor, 1998; Rudy et al., 1995; and Wright, 1993). Practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993).

Models through which the scholarship of practice may be accomplished are varied (Norbeck & Taylor, 1998). These models may include structural typologies for practice, such as nursing centers, joint appointments with external agencies, and faculty development; faculty role approaches, such as teacher, practitioner, administrator, and consultant; specialty practice arrangements, encompassing all types of clinical expertise in nursing, including community health, primary care, anesthesia services, midwifery services, clinical specialties, and others; and administrative approaches, such as volunteer, collaborative, revenue-generating, and contractual service models. In all models, the focus is on the scholarship generated through practice. Practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care delivery models.
SUBJECT: Faculty Evaluation/LRT Criteria

Components of the scholarship of practice include:

development of clinical knowledge, which entails systematic development and application of theoretical formulations and conduct of clinically applicable research and evaluation studies in clinical areas of expertise;

professional development, which includes self-development to improve competency beyond the basic practice of professional nursing and research in specialty practice arrangements and faculty role concepts (Brown et al., 1995);

application of technical or research skills that promote the testing of clinical knowledge and new practice strategies, evaluation of systems of care, development of quality indicators, the development of innovative health care delivery models, and others; and

service, where scholarship is directly related to the clinical specialty of the faculty member and flows directly from professional activity, includes the mentoring of professional staff and students, leadership roles in developing practice and the public health, the development of practice standards, and the initiation of grant proposals for the creation of delivery system models to improve access to health care (Boyer, 1990).

Examples of Documentation of the Quality of Practice Scholarship

- peer-reviewed publications of research, case studies, technical applications, or other practice issues;
- presentations related to practice;
- consultation reports;
- reports compiling and analyzing patient or health services outcomes;
- products, patents, license copyrights;
- peer reviews of practice;
- grant awards in support of practice;
- state, regional, national, or international recognition as a master practitioner;
- professional certifications, degrees, and other specialty credentials;
- reports of meta-analyses related to practice problems;
- reports of clinical demonstration projects; and
- policy papers related to practice.
SUBJECT: Faculty Evaluation/LRT Criteria

Scholarship of Integration

The scholarship of integration refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. The scholarship of integration emphasizes the interconnection of ideas, and brings new insight to bear on original concepts and research. Critical analysis and interpretation are two common methodologies, but interdisciplinary work may take place through any medium for scholarship such as those described as discovery, teaching, or practice (Boyer, 1990). Original work in the scholarship of integration takes place at the margins, or interface, between two disciplines. It serves to respond to both intellectual questions and pressing human problems by creating knowledge or combining knowledge in applications that offer new paradigms and insights.

Integrative scholarship requires participation from two or more disciplines in inquiry that advances knowledge across a wide range of techniques and methodologies. Works that would be recognized in the scholarship of integration in nursing include interfaces between nursing and a variety of disciplines. Integrative reviews of the literature, analysis of health policy, development of interdisciplinary educational programs and service projects, studies of systems in health care, original interdisciplinary research, and integrative models or paradigms across disciplines are examples of the scholarship of integration.

Examples of Documentation of the Quality of Integrative Scholarship

- peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others;
- copyrights, licenses, patents, or products for sale;
- published books;
- positive peer evaluations of contributions to integrative scholarship;
- reports of interdisciplinary programs or service projects;
- interdisciplinary grant awards;
- presentations; and
- policy papers designed to influence organizations or governments.

(Above Italicized words are from AACN “Position Statement on Defining Scholarship for the Discipline of Nursing”)

Each faculty member will document on the FAAR the focus of their scholarly activity. All faculty are expected to participated in verifiable scholarly activity in ways that contribute to the overall function of department advancement.

Service is an expectation of each faculty member. Specific memberships and/or committee responsibilities and community or professional service will be clearly documented on the FAAR...

Every effort will be made to allow faculty to schedule one day of the week without classes which may be used for scholarly or service activity. The FAAR should document activities completed. This opportunity does not reduce responsibility or credit load of teaching as the primary focus at SUU.
SUBJECT: Faculty Evaluation/LRT Criteria

Service

Standard of Performance

The standard will be ratings of SP, LP or UP assigned for 3rd Year Reviews and Promotion and Tenure as evidenced by:

• profession-related activities that were of service or usefulness to others, both on and off campus.

Definition

Policy 61.1 IV 3, Service: Academic departments define acceptable professional service. This generally means service to the University and profession. Professional service to the community may also be considered. In the department of Nursing, service can be separated into three categories: Service to the University, Service to the Profession, and Professional Service to the Community. These categories can be demonstrated in the following ways:

Service to the University

Faculty members are encouraged to engage in service efforts that fulfill and support SUU’s mission/vision/core values statements. These efforts may include, but not limited to, committees and activities that support the University, the College of Science, or the Department of Nursing.

Service to the Profession

Faculty members are encouraged to engage in service efforts that fulfill and support SUU’s mission/vision/core values statements. Encouraged are service efforts that enhance and support either their chosen curricular profession or their profession as educators and scholars. May include, but not limited to, participating in or holding office in professional organizations that are focused on nursing or their teaching or the profession of education.

Professional Service to the Community

Faculty members are encouraged to engage in service efforts that fulfill and support SUU’s mission/vision/core values statements. Encouraged are service efforts that enhance the economic, technological and cultural development of the communities served. Faculty members are role models for SUU students, helping prepare them as informed and responsible citizens and for effective roles in families and societal organizations. Service may include, but not limited to, public service in the area of curricular expertise, educational expertise, or personal expertise.

Examples of Documentation of Service

• Activities related to service in the institution (e.g., faculty governance, faculty committees, recruiting efforts, student activity advisor, other student activity involvement)

• Extension and outreach activities related to your field of expertise (e.g., civic service, K-12 service, community workshops, invited talks to community groups, seminars, lectures, demonstrations)

• Activities related to recognized or visible service to your profession (e.g., service on a regional or national committee, service on a self-study visitation team for another institution, serving as a volunteer juror for an exhibition, show, or performance)

• Grant proposals or journal articles reviewed related to nursing

• Holding a leadership position in professional associations (e.g., elected officer, committee chairperson, conference chair)
SUBJECT: Faculty Evaluation/LRT Criteria

Collegiality

Standard of Performance
The standard will be ratings of SP, LU or UP assigned for 3rd Year Reviews and Promotion and Tenure as evidenced by:

- Activities and interactions with colleagues that contributed to the enhancement of our institutional form and function and to the overall learning environment.

Definition of Collegiality
SUU Policy 6.28 defines collegiality. Although this policy inadequately defines what constitutes collegial behavior, how well a faculty member works with his/her colleagues and with the institution must be a factor considered in faculty evaluation. Collegiality can be determined by the noting the frequency (Always, Usually, Sometimes, Occasionally, Never) of faculty members meeting the following: [Diamond, R. M. (2002). Promotion, tenure, and faculty review committees: A faculty guide (2nd ed.). Bolton, MA: Anker Publishing.]

I. Relationships with others
   a. Interacts with colleagues
   b. Interacts in a positive manner
   c. Engages in give and take of ideas and perspectives
   d. Treats others as professional equals by respecting their ideas, perspectives, and experiences

II. Institutional Citizenship
   a. Takes his/her turn in doing some of the needed institutional citizenship responsibilities
   b. Helps others understand the issues and possible solutions to improve the institution
   c. Uses his/her expertise to respond to institutional needs or problems
   d. Helps develop an environment of open exchange and willingness to help resolve institutional problems/issues
   e. Represents the institution in a professional manner—honest, factual, advocates its functions, and projects a positive image

Student complaints about a faculty matter should go directly to faculty. If unable to reach a resolution then the matter will go to the Department Chair.

Formal complaints about individuals or program should be registered in writing and the resolution or actions taken need to be in writing, also. All formal complaints shall be submitted to the Department Chair and involved individual will be brought in to seek resolution of concerns. If unable to reach a resolution at department level complaints will be presented to Dean of the College of Science for follow up (as per SUU policy).

Faculty who have complaints or concerns about other faculty should first seek resolution between the involved faculty members. If a resolution cannot be reached, SUU Policy 6.22 outlines the process for how dispute between faculty are handled.

Collegiality as defined by SUU and in addition the Department of Nursing will complete a collegiality evaluations annually in the spring (form below originally adapted 2009).
SUBJECT: Faculty Evaluation/LRT Criteria

**ASSessing Collegiality: A Faculty Survey**

Name:

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<tr>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Occ</th>
<th>Never</th>
<th>N/A</th>
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1) Relationship with others
   a) Interacts with colleagues in a positive manner.
   Comments:
   b) Engages in give and take of ideas and perspectives.
   Comments:
   c) Treats others as professional equals by respecting their ideas, perspectives, and experiences.
   Comments:

2) Institutional citizen
   a) Takes his or her turn in doing some of the needed institutional/citizenship responsibilities.
   Comments:
   b) Helps others understand the issues and possible solutions to improve the institution.
   Comments:
   c) Uses his or her expertise to respond to institutional needs or problems.
   Comments:
   d) Helps develop an environment of open exchange and willingness to help resolve institutional problems/issues.
   Comments:
   e) Represents the institution in a professional manner — honest, factual, advocates for its functions, and projects a positive image.
   Comments:

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<th>Very High</th>
<th>High</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
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Developed by Daniel Wheeler, University of Nebraska
Taken from: "Serving on Promotion, Tenure, and Faculty Review Committees. A Faculty Guide" by Robert M. Diamond - Second Edition
Revised by SUU Nursing faculty, 11/02/11
SUBJECT: Faculty Evaluation/LRT Criteria

Department of Nursing
LRT Committee Election Policy

September 18, 2008

The faculty members of the Nursing Department have agreed to the following procedures for election of the department Leave, Rank and Tenure committee:

1. It is the intent of the Nursing Department to staff the Leave Rank and Tenure committee with three tenured faculty members. If there are not three tenured nursing faculty eligible to serve the department reserves the right to invite knowledgeable, tenured faculty members outside of the department to serve.

2. At least two weeks before the end of spring semester the Department Chair will prepare a ballot with the names of all eligible, tenured members of the nursing faculty. If there are not enough eligible nursing faculty members the Chairperson will seek tenured faculty from the College of Science or other colleges in the University to serve during the coming year. The department chair and department faculty members who are on the COS LRT Committee are not eligible department committee members.

3. The ballot will be distributed to all tenured and tenure-track members of the nursing faculty and will be returned to the nursing department chair before the last week of classes of spring semester.

4. Each eligible faculty member may vote for the number of positions needed to have a full committee.

5. The department chair will tally votes.

6. Those persons with the highest number of votes will serve.

7. Committee members will serve for three years.

8. The senior committee member, within the Nursing Department, will serve as Chairman. If the committee is made up of tenured faculty outside of the Department of Nursing the committee will select their chair.

2007-2008-Fred L. Kim Weaver,
2008-2009- Kim Weaver, Ty Redd, Cindy Wright
2009-2010- Kim Weaver, Ty Redd, Cindy Wright
2010-2011-Ty Redd, Cindy Wright, Artys Grady
2011-2012-Ty Redd, Cindy Wright, Artys Grady
SUBJECT: Expectations of Faculty and Staff Members:

- Prepare for and teach your courses.
- Develop structure, context, and learning experiences that facilitate student comprehension and application of nursing knowledge. (Classroom and clinical).
- Build learning bridges for students.
- Follow the schedule for classes, labs, and clinical. If a change is made in schedules notify the Department Chair as soon as or before students are notified.
- Provide a minimum of five open office hours per week when you are available for students or other faculty consultations.
- Advise your students as assigned and document their advisement and progress. Follow-up to be certain that needed remediation has been completed.
- Post your schedule at your office door and follow it.
- Set goals and work to improve your teaching, scholarship and/or service.
- Be a team player.
- Be collegial with faculty and students.
Subject: Program Evaluation Plan: Expected Program, Faculty, & Student Learning Outcomes

Continuous Quality Improvement Process

1. The Level Coordinating Council (LCC) is responsible to collect and aggregate, report, and insure data is used for continuous quality improvement at the program level. Reports of all LCC activities are presented in Faculty Meetings.

2. Level work groups are responsible to collect and aggregate, report, and insure student data is used for continuous quality improvement at the course level and to submit level data to LCC and/or Faculty member for use in program CQI.

3. LCC reviews courses on rotating cycle; each course reviewed at least every 3 years to determine course content is current. To keep curriculum current and to assure consistency and leveling of content, the LCC will review all courses (didactic and clinical) of one level each semester. By this method, each level will be reviewed every other year and as needed. Level reviews will be documented in LCC minutes. Significant changes to curriculum will be brought to entire DON faculty in faculty meeting and then through SUU curriculum change process.

   - Level 1 ~ Spring of even years
   - Level 2 ~ Fall of even years
   - Level 3 ~ Spring of odd years
   - Level 4 ~ Fall of odd years
   - RN to BSN annually end of spring semester

4. LCC uses data gathered annually from advisory council meetings and stakeholder comments; aggregated data from student informal surveys and from exit, employer and alumni surveys to determine if curriculum continues to be based on the following:
   a. professional standards and guidelines as detailed in AACN Essentials of BSN and ANA Standards/Scope
   b. Expected learning outcomes
   c. Current needs of the community of interest

5. Each Level evaluated courses/clinical at the end of each semester (EOS Report).

6. The chair meets with faculty annually to assess faculty member’s performance in teaching, scholarship, service, practice, and collegiality.

7. Level Work Groups (LWG) aggregate data each semester to show students’ progress and determine if students are at or above the national average for core and nursing knowledge.
   i. LWG also assess’ each semester and complete End of Semester Report.

8. The Department of Nursing Handbook is reviewed annually in September.
SUBJECT: Required Clinical Documentation

Clinical and Laboratory Policies
Faculty and students participating in off-campus clinical experiences do so under the guidelines of the clinical institutions in which they are housed. Clinical faculty members are required to provide students with agency orientation and training in accordance with clinical agency requirements.

Self-disclosure Health Record
To facilitate quality clinical supervision, you are required to provide documentation of personal health history and current health status.

Documentation of Immunization and TB testing
As a patient care provider, you are required to remain current with yearly two-step TB test or x-rays as recommended by health care provider and Tetanus, Diphtheria, Pertussis (Tdap), measles/mumps/rubella, and hepatitis B immunizations. Documentation will be maintained in the nursing program files. Immunizations are available at the Southwest Utah Public Health Department Immunization Clinic or from your private health care provider.

Documentation of Basic Life Support for Health Care Provider (BLS)
To stay in compliance with clinical agency requirements, you are required to have current American Heart Association BLS for HCP certification on file in the department office.

Documentation of OSHA and Department of Nursing Exposure Control Plan
Before participating in procedures involving any risk of exposure to body secretions; and every semester you will receive training in OSHA exposure control guidelines and will be oriented to the department exposure control plan. Documentation of annual training will be maintained in nursing program files.

Documentation of Drug Screen
To stay in compliance with clinical agency requirements, students are required to participate in random drug screening programs.

Documentation of Background Check
To stay in compliance with clinical agency requirements, students are required to have approved background checks on file in the nursing office.

Documentation of Health Insurance Coverage
To stay in compliance with clinical agency requirements, students are required to provide proof of appropriate insurance coverage or a notarized waiver form must be completed.

Documentation of Health Insurance Portability and Accountability Act (HIPAA)
An important part of nursing ethics is maintaining the client’s confidentiality. We will help you meet HIPPA training requirements of the clinical agency. Faculty will not accept written work containing full client name; client problems must not be discussed with family, friends, or others without documented ‘need to know.’ Appropriate discussion of client cases and problems may occur in such specialized settings as, for example, pre- and post-conferences without disclosing names. If the department ascertains that client confidentiality has been violated, the student violating the confidence will be subject to disciplinary action. Obligation of the student to maintain confidentiality policies will continue after completion of the program.

Clinical Faculty to Student Ratios
Clinical faculty-to-student ratios are guided by concerns for student and patient safety. Clinical faculty-to-student ratios are maintained in accordance with state regulatory and/or agency guidelines. Utah State Board of Nursing guidelines for direct clinical supervision of students impose maximum student-to-faculty ratios in pre-licensure programs as one faculty to 10 students; this ratio cannot be exceeded, though individual agencies may impose lower ratios. Clinical groups, with the following exceptions, are to have no more than 10 students to one faculty member:
- RN to BSN student clinical supervision not to exceed one faculty to 12 students.
- Supervision of preceptor-ship students not to exceed one faculty to 12 students.
- Supervision of community-based students not to exceed one faculty to 12 students.
SUBJECT: Required Clinical Documentation Professional Requirements and Responsibilities

Professional Requirements and Responsibilities [http://suu.edu/pub/policies/ for SUU Policies 6.0, 6.1, 6.2, 6.3, 6.4, 6.28]

Licensure
Faculty members are required to maintain current Utah nurse licensure and to provide a current copy to be maintained in department files. In the event of supervision of clinical experiences in other states, current licensure in these states must be maintained.

Vitae [http://www.suu.edu/academics/provost/forms.html]
It is the responsibility of individual faculty members to update their vitae. This should be done yearly and when requested by administration and/or external agencies. Copies of vitae are maintained in department and provost files.

Faculty Orientation
New faculty will be oriented by both the university and the department of nursing. SUU nursing faculty members are committed to excellence in teaching, service, and professional development. We believe in active learning that empowers students as professionals within the discipline of nursing. As faculty, we support one another as we face the challenges of education and our profession. Faculty members new to education need support and guidance to understand the academic setting and requirements specific to academia. Consequently, each new faculty is assigned a department informal mentor and provided with an individualized orientation plan.

Faculty Development
Funds are available through two sources for faculty professional development—department budgeted and Provost Faculty Development funds. Faculty members are encouraged to first seek funding through the Provost Fund for Faculty Professional Development. Proposal requirements and forms are found on the SUU Provost’s office website [http://www.suu.edu/academics/provost/].

Faculty Affairs Council administers designated nursing department funds allocated for professional and program development. Faculty and staff interested in applying for available funds complete the proposal located on faculty shared drive under Faculty Organization/Faculty Handbook Forms. After obtaining a signature of support from the department chair, completed proposals are sent to the president of the faculty affairs council and are reviewed by the faculty affairs committee. Funds are awarded based on availability, prior award of funds, and applicability of proposal to further professional and program development.

Within 30 days of completion of funded activity, faculty/staff awarded funds submit a one page final report to the Faculty Affairs Council explaining the results or outcomes of the activity and use of funds. This report should contain a brief outline of the activity, a statement about the intended results, and how the project benefited the professional growth of the faculty member and program development. A brief oral report will be presented at designated faculty meeting to the rest of the department. Faculty Affairs Council provides an accounting of funds awarded as part of annual report submitted at Spring Faculty Organization meeting.
SUBJECT: Required Clinical Documentation Professional Requirements and Responsibilities

Faculty members are encouraged to be professionally engaged with their respective areas of expertise. Each faculty member is responsible, however, to inform, in writing and in advance, his/her immediate supervisor of all outside paid professional activities. Use of consultation time should have a demonstrable relation to the professional interests of the faculty member.

All personnel holding full-time positions shall give full service to the work of the University during scheduled work periods. Any non-university employment must not interfere with the discharge of the person’s full time service obligations to the University. Full-time faculty members are provided two days per month for outside consultation/employment, while still maintaining full teaching responsibilities.

Faculty members may not accept employment for, and may not perform, any teaching, instructional, or research services for other academic institutions during teaching semesters without the knowledge and written approval of the department chair, dean, and provost. In any case in which present or contemplated outside employment is believed to involve a question as to potential conflict of interest, the concerned individual is encouraged to seek advice from the administration.

Faculty Roles (Refer to shared drive for details)
Nursing’s academic mission is more fully realized when faculty members maintain teaching competence. The knowledge base for teaching in nursing is dynamic in nature. It is important that faculty maintain competence. “Tomorrow’s nursing education must be research based, and is best taught by individuals who are prepared for the faculty role and who demonstrate competence in the multiple components of the role” (NLN Position Statement: Transforming Nursing Education, 2005). Consistent with SUU’s mission, teaching is of primary importance. Scholarly and creative achievements should be complementary to the teaching role.

Scholarly/Creative Activity [http://suu.edu/pub/policies/pdf/PP61Faculty.pdf]
SUU and the American Association of Colleges of Nursing (AACN) have both adopted the Boyer model for scholarship, as outlined in Scholarship Reconsidered: Priorities of the Professoriate. SUU recognizes five forms of scholarship (Boyer Model): Teaching and Learning, Discovery, Artistic/Creativity, Integration, and Application.

Service [http://suu.edu/pub/policies/pdf/PP61Faculty.pdf]
Service in the Department of Nursing encompasses service to the university, the profession, and the health care community. As a profession concerned with the health and wellbeing of people, it is incumbent on nursing faculty to provide service beyond the traditional arenas of the university and the profession.

Collegiality [http://suu.edu/pub/policies/pdf/PP628Faculty.pdf]
The SUU code of professional responsibility provides that persons having a formal association with the institution shall not violate the academic freedom or constitutional rights of others, or the rules, regulations, policies or procedures of SUU or the State Board of Regents. SUU Policy 6.28 describes the professional responsibilities of faculty members towards students and colleagues, as well as disciplinary action for failure to meet professional responsibilities.

Practice and Clinical Competence
The knowledge base for nursing practice is dynamic in nature. As a practice profession nursing faculty members are expected to maintain clinical competence. Clinical competence is maintained by the practice and application of nursing through such means as clinical practice, self-study, and attendance at clinically focused workshops, theory development and testing, and research. It is expected that faculty model expert practice (AACN Essential Clinical Resources for Nursing’s Academic Mission, 1999).
SUBJECT: Required Clinical Documentation: Risk Management/Safety

Clinical and Laboratory Policies
Faculty and students participating in off-campus clinical experiences do so under the guidelines of the clinical institutions in which they are housed. Clinical faculty members are required to provide students with agency orientation and training in accordance with clinical agency requirements.

Self-disclosure Health Record
To facilitate quality clinical supervision, you are required to provide documentation of personal health history and current health status.

Documentation of Immunization and TB testing
As a patient care provider, you are required to remain current with yearly two-step TB test or x-rays as recommended by health care provider and Tetanus, Diphtheria, Pertussis (Tdap), measles/mumps/rubella, and hepatitis B immunizations. Documentation will be maintained in the nursing program files. Immunizations are available at the Southwest Utah Public Health Department Immunization Clinic or from your private health care provider.

Documentation of Basic Life Support for Health Care Provider (BLS)
To stay in compliance with clinical agency requirements, you are required to have current American Heart Association BLS for HCP certification on file in the department office.

Documentation of OSHA and Department of Nursing Exposure Control Plan
Before participating in procedures involving any risk of exposure to body secretions; and every semester you will receive training in OSHA exposure control guidelines and will be oriented to the department exposure control plan. Documentation of annual training will be maintained in nursing program files.

Documentation of Drug Screen
To stay in compliance with clinical agency requirements, students are required to participate in random drug screening programs.

Documentation of Background Check
To stay in compliance with clinical agency requirements, students are required to have approved background checks on file in the nursing office.

Documentation of Health Insurance Coverage
To stay in compliance with clinical agency requirements, students are required to provide proof of appropriate insurance coverage or a notarized waiver form must be completed.

Documentation of Health Insurance Portability and Accountability Act (HIPAA)
An important part of nursing ethics is maintaining the client’s confidentiality. We will help you meet HIPPA training requirements of the clinical agency. Faculty will not accept written work containing full client name; client problems must not be discussed with family, friends, or others without documented ‘need to know.’ Appropriate discussion of client cases and problems may occur in such specialized settings as, for example, pre- and post-conferences without disclosing names. If the department ascertains that client confidentiality has been violated, the student violating the confidence will be subject to disciplinary action. Obligation of the student to maintain confidentiality policies will continue after completion of the program.
SUBJECT: Selection Evaluation and Assessment of Clinical Facilities

Selection and Evaluation of Clinical Agencies
All acute care agencies must be JCAHO and/or state-agency approved. All other agencies (i.e., long-term care facilities, community agencies) must be approved by appropriate state and federal accrediting agencies. Selection and evaluation of clinical agencies are based on the following considerations: faculty, in conjunction with facility representatives, will identify how the agency/experience will contribute to the fulfillment of learning outcomes of the course/program; administrative and professional staff will demonstrate a willingness to assist faculty and students in achieving learning outcomes; the quantity and quality of the professional staff is sufficient to meet the stated purposes of the clinical agency; the physical facilities are sufficient to accommodate student conferences, student review of records, student and faculty breaks, etc. The affiliation agreement between the university and the agency must be in place prior to students utilizing the agency. Without a formal affiliation agreement, university malpractice policy protecting students and faculty is not in effect.

AACN Guidelines for Clinical Site Selection
As outlined by AACN’s Essential Clinical Resources for Nursing’s Academic Mission (1999, www.aacn.nche.edu), clinical site-based learning provides opportunities to: provide care along a continuum; work with inter and intra-disciplinary teams; work within and across diverse health care delivery environments/communities; provide care for diverse populations; exercise delegation/management skills; practice case management; manage health related data; use information technologies; participate in research-based practice; deal with allocation and management of fiscal and human resources; work with role models and preceptors.

Affiliation Agreements with Clinical Agencies
An affiliation agreement is a long term contract utilized when students will have continuous use of the facility for one semester or more. Faculty teaching a specific course will initiate a request for an Affiliation Agreement. The request is submitted to the department chair for review and approval. Upon approval, the department chair will follow through with initiating the affiliation agreement. The affiliation agreement is reviewed by appropriate department of the agency, and if approved, signed by the authorized individual and returned to the department of nursing. If, however, the agency desires modifications in the agreement, the requested modifications must be reviewed by the SUU attorney and risk management department. Once both sides agree to the contract, the agency, department chair, and college dean sign the document. An original is maintained in the department and a second original is forwarded to the agency.

Letter of Agreement
A letter of agreement is utilized when student placement will be less than one semester and involve limited numbers of students. It does not constitute a long term contract as described above and is in effect for only one semester. The faculty member wishing to utilize the site will determine suitability for short-term student placement, and will contact the department chair for approval. If approved, the faculty member will take the ‘letter of agreement’ to the individual authorized by the clinical agency to sign the agreement. The agreement, if approved, is returned to the department for signatures by the chair and college dean. An original is maintained in the department and a second original is forwarded to the agency. Such letters of agreement are short term and do not carry forward from one semester/experience to another.

Clinical Site Assessments
Policy: Clinical agencies will be visited and surveyed using on a systematic basis to determine agency and nursing program changes that will impact student placements and to strengthen relationships and problem-solve concerns. The department chair determines who will complete these activities based on faculty clinical assignments. Level group faculty members conduct an evaluation of all clinical sites yearly (see faculty handbook forms on shared drive).
SUBJECT: Selection Evaluation and Assessment of Clinical Facilities

Questions for Clinical Agency Visits:

1. What is your general impression of the partnership between your agency and SUU Nursing?
2. What are the strengths of our partnership?
3. What areas do we need to improve in our partnership?
4. What can we do to make the partnership better?
5. Sharing of new policies and information:
6. General questions:
SUBJECT: Readings and Conferences Definitions and Procedures

Definition: Individual guided reading and discussions of topics in nursing for the RN to BSN student. Course arranged by contract, listed in the official catalog, needed for an on-campus RN to BSN student’s progress toward graduation, need department permission to register.

Description: Students arrange Readings and Conferences through the Nursing Department. Students complete a Permission Add Form (located in the nursing department or the Registrar’s Office), including the number of credits they want to attempt and attain a signature of approval on the add form. Students take the completed and signed permission form to the registrar’s office to add the class to their schedule. The Department Chair will assign a faculty to teach the Readings and Conferences course within the faculty workload guidelines of SUU policy 6.27. A learning contract (attached) is developed and approved by the student and faculty member assigned.

Procedure for the Readings and Conferences Learning Contract:

1. TO GRADUATE WITH A BACCALAUREATE DEGREE, the RN-BSN student needs a minimum of 120 credits with 40 of those credits being upper division courses. This means that 9 credit hours of non-nursing coursework in the upper division category (3000-4000 level) must be taken. If a student needs to complete any Readings and Conferences credit hours to complete some of the 9 credit hours of coursework in the upper division category (3000-400 level) the student will obtain a permission form to add the desired credits.

2. The student will then take the “Permission Form” (signed add slip) to the registrar’s office to register for the class.

3. The student will pay the course fees after registration takes place.

4. Upon adding the Readings and Conferences credit(s), students will obtain and complete a learning contract and submit the completed contract to the assigned faculty member.

5. The assigned faculty member will: (1) approve or disapprove the contract, (2) add any other requirements, (4) sign the contract and give one copy to the student and keep one copy in the students’ permanent file.

6. The student has one semester to complete the course, just like any other course offered for a semester.

7. The student will receive a pass or fail for this course, not a letter grade.

Procedure for Faculty Contract (Special Appointment or Overload)
The department chair/division head and dean will process the faculty payment for the course: Prepare and process faculty special appointment contract or overload contract with proper signatures. (USHE standard) Individualized Instruction (e.g., readings and conferences, undergraduate research). For Faculty Contact Hours divide the number of student credit hours attempted in such sections by 10. For Instructional Credit Hours divide the number of student credit hours attempted in such sections by 10. For Student Credit Hours, sum the number of student credit hours attempted in such sections (SUU Policy and Procedures 6.27).
SUBJECT: Readings and Conferences Contract

This form constitutes a teaching/learning contract between a selected nursing department faculty and an SUU nursing student for a specific number of credit hours of upper division work. The contracting student is responsible for contacting the selected faculty, scheduling the negotiated number of contacts with faculty, and completing all work to the specifications of the contract. Responsibility for individualized learning and follow through with this course rests squarely with the contracting student. The faculty is responsible for supporting and guiding the student with learning needs, providing necessary feedback, and completing the grading process as per SUU policy 6.13.

To be filled out by the student:

Name: ____________________________________________  T#: ______________________
Local Address: _________________________________________________________________________
City, State, Zip: ___________________________________________  Phone No: ____________________
Registered Semester: _________________________________________ (i.e. fall 2008, spring 2009, etc.)
The course must be completed by the end of the semester
Course Prefix & Number:    NURS 4830-01        Credits (1 – 3): _________

(Plan 15 hours of work for every credit)

Documentation Requirements  (Measurable products which adequately reflect the number of hours for the registered credits)  Be Specific:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
Learning Outcomes: _______________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
Scheduled Appointments Dates: ____________________________________________________________
Assignment Due Dates: __________________________________________________________________

I understand the above commitment and will complete the requirements by the end of the semester. I also understand that it is my responsibility to communicate with the faculty member about any changes in schedules or outcomes.

_________________________________________  ______________________________________
Student Signature        Date Signed

Course Faculty: ____________________________________________ Phone: ______________________
Faculty Email: _______________________________________________________________________

_________________________________________  ______________________________________
Faculty Signature        Date Signed
SUBJECT: General Faculty Responsibilities

General Department Policies http://suu.edu/pub/policies/

Releasing Grades SUU Policy 6.13
Faculty will follow University policy for submitting and posting grades. Grades or other information concerning academic progress or standing cannot be released to any party by anyone other than the faculty and/or department chair. Secretarial staff cannot release grades or other progression information.

Absence from Office SUU Policies 9.1, 9.2, 9.3, 9.9, 9.10
Faculty are to post and maintain a weekly schedule including open office hours, regularly scheduled class, lab, and clinical hours, regularly scheduled meetings, and scheduled clinical practice hours. University policy mandates a minimum of 5 open office hours per faculty each week. In the event faculty members are unable to keep their posted schedule, notification must be made to the office manager as soon as possible, and prior to any change in the schedule. Any weekly change is posted next to the printed schedule. The weekly schedule is generated the first week of each semester and a copy is provided to the office manager and department chair.

Telephone Use and Messages SUU Policy 5.34
SUU owns and operates all telephone service and wiring. All telephones have direct dial capability and all extensions are tied to a budget account number to ensure university use only. Utilize direct dialing for long distance business calls; phones are not to be utilized for personal long-distance communication. The department receives a monthly print-out identifying caller, the destination, and the amount. All extensions are equipped with voice mail. It is the responsibility of the faculty to maintain current and appropriate voice messages. Telephone messages not on voice mail will be placed in mailboxes in the nursing department office. Telephone voice mail messages may be retrieved from external phones by dialing 865-8400 and utilizing usual identification information.

Procedures for Canceling/Changing Class or Clinical Experiences
Faculty members are expected to meet scheduled class and clinical experiences. Acknowledging that unexpected or emergency situations may arise (i.e., personal, or in the event of natural or manmade disasters), the specific faculty person involved is responsible for notifying all students as soon as possible in the event a scheduled class or clinical must be cancelled or changed. During inclement weather, faculty members will proceed with classroom instruction unless SUU is closed. Clinical will continue unless roads are closed. In the event of inclement weather, faculty must be cognizant of the need to determine travel safety in a timely manner. If a faculty member determines travel is unsafe and cancels clinical, all students involved, when possible, should be notified two hours prior to the start of the clinical experience. Faculty must make arrangements to make-up all cancelled clinical sessions. Faculty who make any change in class or clinical schedules should notify the department chair immediately and follow-up with a written explanation of the changes made and arrangements to make-up all changed or cancelled sessions.

Attendance at Meetings
All full-time faculty members are expected to attend the regularly scheduled faculty meetings. Faculty members who are elected or appointed to department, college, or university committees are expected to attend and fully participate in the meetings and activities of the committees.
SUBJECT: General Faculty Responsibilities

Minutes
Copies of all meeting minutes remain in the nursing office for five years (unless superseded by SUU guidelines). After five years these records are sent to University Archives. The department follows SUU Archives and Records Policy 5.53 for all meeting minutes.

Faculty Meeting Minutes are recorded by the admissions secretary including assignments and deadlines. A copy is distributed for approval to department chair within one week following the meeting. Upon approval from the department chair, minutes are distributed to all members. The admissions secretary keeps a hard copy in a three-ring binder designated for these minutes.

Advisory Board Minutes are recorded by the office manager. A copy is distributed to the department chair within one week following the meeting. Upon approval from the department chair, minutes are distributed to all board members. Office manager keeps a hard copy in a three ring binder designated for these minutes.

Council, Standing, and Ad Hoc Committee Minutes are recorded by a member of the council or the council arranges one week in advance to have a student secretary or the admissions secretary record. Minutes include assignments and deadlines. Minutes are distributed to all involved members within one week following the meeting. The Admissions Secretary keeps a hard copy in a three-ring binder designated for these minutes.

Level Group Minutes are recorded by the level coordinator or designee and submitted to the admissions secretary and all involved members not more than one week following the meeting. The admissions secretary stores hardcopies in designated three ring binders designated for these minutes.
SUBJECT: General Faculty Academic Responsibilities

Faculty Due Process [http://suu.edu/pub/policies/] SUU Policies 6.22, 5.27
Due process is a system of rules and guidelines designed to achieve fair and reasonable resolution to a dispute. Southern Utah University has developed procedures that apply to all disputes involving or regarding faculty. Problem resolution precedes due process. It is always preferable to resolve differences through informal means when possible before resorting to due process procedures. Informal resolution means going directly to the person with whom you have a conflict to work things out between the parties involved. The next phase of informal resolution will involve the immediate supervisor (department chair) to assist in resolution by functioning as an intermediary. If the problem cannot be resolved through these informal means, refer to the university due process policy for specific steps.

Student Due Process SUU Policies 6.19, 11.2, 11.4
Faculty members have specific responsibilities in student due process proceedings. All faculty activities affecting a student’s standing in the program are governed by due process. Due process governs such issues as academic dishonesty, academic grades, admissions and standing, and violations of student policies. Faculty are responsible to know the appropriate policies, to clearly communicate expectations and standing to students, and to maintain adequate documentation.

Faculty Workload/Credit Hour Load
Faculty workload and credit hour standards are guided by State Board of Regent, SUU, and College of Science policies. State Board of Nursing and nursing accreditation standards must also be considered when setting policy for the department of nursing. The SUU institutional average teaching workload for faculty will be 24 credit hour equivalents each year or 12 credits each semester. In most teaching situations at SUU, a 12 credit hour teaching load will average 13 contact hours per week. The College of Science Factored Credit Load formula is used to determine teaching load for clinical contact hours as follows:

\[
\text{(Contact hours – credit hours)} + \text{Credit hours} = \text{factored (weighted) credit hours} \times 2
\]

Recognizing the diverse mix of teaching responsibilities in the department of nursing, a teaching load of 12 (tenure track) to 15 (non-tenure track) credit hours for full-time nursing faculty will be standard. University expectations for course preparations by faculty are described in SUU Policy 6.35. Per SUU Policy 6.27, the university expectation for standard, 3 credit-hour classes in each academic college is no more than 5 preparations per faculty member per academic year.

Faculty Evaluation [http://www.suu.edu/pub/policies/pdf/PP61Faculty.pdf]
The intent of faculty evaluations within the Department of Nursing is for instructional improvement. Student surveys of faculty will be done every class, every semester. Faculty meet annually with the department chair to discuss student surveys, faculty evaluations, complaints or commendations, faculty goals, scholarly efforts, public service, and other items. The value of the conference should be a mutual examination of the faculty member’s performance and goals with the intent of self-improvement by the faculty member.
SUBJECT: General Faculty Academic Responsibilities

Advisement

Pre-Nursing: Pre-nursing students are responsible for seeking academic advisement. Advisors are available to render assistance at multiple levels. The Student Development Center provides academic advisement for general education requirements and for students who have not declared majors. Students exploring nursing as a career choice contact the College of Science Advisor http://www.suu.edu/sci/advisement.html for assistance in selecting general education and core classes to meet admission requirements. Students making application to the nursing program will contact the nursing admission secretary for advisement regarding application forms and procedures.

Academic: All students entering the nursing program are assigned an advisor who will assess and advise assigned students on their progress in the program. Students and faculty can make a formal request for a change in advisor assignments when the need arises. The request is filed with the Chair.

Course: Course advisement and feedback is separate from academic advisement. Assessment as Learning requires faculty provide quality feedback to students on a regular basis. Assessment is an ongoing process that is separate from evaluation and grading. Course advisement and assessment is part of the course development. Faculty members are responsible to follow through with appropriate assessments and feedback as outlined in each course syllabus.

Clinical: All students in a clinical courses will receive advisement at mid-clinical and at the end of each clinical rotation for the purpose of determining clinical competence. At mid-term, plans for remediation are developed for any designation less than 2. Clinical faculty members are responsible to have mid-term clinical validation forms completed and posted on the shared drive. At the end of the rotation a pass fail grade is assigned based on clinical performance. Students may make summary comments on clinical validation forms. Signature of faculty and students is required. Clinical faculty members are responsible to document evidence to support judgment of student competence on validation tool.

Graduation: Graduation clearance follows specific steps. Upon application for graduation, students receive a graduation clearance form. Each student is responsible to go to the College of Science (COS) Advisor for verification and signature that all requirements for graduation have been met. Any exceptions are resolved jointly with the COS advisor, student, and department chair.

Records: SUU Policy 6.29 outlines requirements for record-keeping. Grading worksheets and copies of grade sheets will be retained for two years following completion of the course in case of grade appeal or change. Faculty who terminate employment from the university will give grade sheets and course records to the department chair to maintain for two years following completion of the course.
SUBJECT: Guidelines for Function of Standing and Ad Hoc Committees

I. Ad Hoc Curriculum Committee 2004-2006
   1. The ad hoc curriculum committee was formed to develop and revise curriculum during the formation of the SUU Nursing Program. Responsibilities include development and evaluation of course syllabi, assessment and validation activities, auto-tutorial learning modules, and identification of learning resources for each course.
   2. The committee includes all department faculty members with student representatives.

II. Level Work Groups
   1. Level work groups consist of all faculty and staff having direct academic or clinical contact with students at that level.
   2. Faculty teaching on each level will elect the Level Coordinator annually.
   3. Level groups are responsible for coordinating student schedules including significant class assignments and clinical/ATTL schedules.
   4. Level work groups meet on specified meeting days at minimum of pre-semester, mid-semester, and end of semester. Notice of meetings is distributed by level coordinator at least one week prior to meetings.
   5. The level coordinator calls a meeting of all level faculty members one week prior to classes. Individual course faculty brings all assignments and schedules to that meeting to coordinate schedule.
   6. Concerns about students or other academic issues related to each level are discussed and resolved at level meetings.
   7. Level coordinators are responsible for coordination and curriculum review for each level. Recommendations for curriculum changes are taken to full faculty through LCC.
   8. When individual faculty find new media, etc. he/she takes to level group for discussion; group will determine value of adding to curriculum and send a prioritized list to LCC. The LCC will determine final priority for program curriculum resources and submit to office manager.
   9. Level work groups participate in student and program evaluation at the end of each semester by:
      a. Completing the End of Semester Report
   10. Level work groups are formalized through agendas and keeping minutes of meetings.
   11. Minutes of meetings, are kept and the responsibilities for minutes are assigned by level coordinator.
   12. The Department Chair has administrative oversight of level work groups and the coordinating committee.
   13. Level coordinators comprise membership of coordinating committee and meet at least monthly with department chair to discuss and resolve level concerns.
I. Nursing Instructor Survey: Clinical Rotation

II. End of Semester Report by Level

III. Faculty/Staff Annual Priorities and Goals

IV. Mileage Clinical Form

V. Clinical Safe/Professional Practice Occurrence Report (Point Sheet)

VI. Academic Advising Change form
SUBJECT: Nursing Instructor Survey: Clinical Rotation

This informal survey is designed to better understand the relationship between nursing units and the nursing instructors from Southern Utah University.

1. Does the instructor work well with staff members?  
   Yes  No  
   Please provide constructive comments.

2. Does the instructor exhibit professional behaviors?  
   Yes  No  
   Please provide constructive comments.

3. Does the instructor post student daily patient assignments early enough for units to accommodate students?  
   Yes  No  
   Please provide constructive comments.

4. Does the instructor dress appropriately to participate in patient care?  
   Yes  No  
   Please provide constructive comments.

5. Is the instructor available to assist students as necessary?  
   Yes  No  
   Please provide constructive comments.

6. Does the instructor come willing and prepared to help their students and unit staff?  
   Yes  No  
   Please provide constructive comments.

7. Can nursing staff contact instructor when needed?  
   Yes  No  
   Please provide constructive comments.

8. Additional Comments (use back if necessary)?
LEVEL ________ END OF SEMESTER REPORT

LEVEL: ____________________________ SEMESTER/ YEAR: ____________________________

Level Coordinator: ____________________________

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<tr>
<th>COURSES IN LEVEL</th>
<th>CREDITS</th>
<th>FACULTY TEACHING COURSE</th>
<th># STUDENTS ENROLLED</th>
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SEMESTER SUMMARY OF LEVEL ____________

Breakdown of grades:

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<th>NURS</th>
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<th>A-</th>
<th>B+</th>
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<th>C+</th>
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Level Outcomes Reached? 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

(C- or lower = number of students who did not achieve one or more level outcomes: ____________)

Explanation of students who did not achieve level outcomes:

CHANGES IMPLEMENTED IN NURS ____________ INSERT COURSE TITLE TAUGHT BY: ____________________________

RECOMMENDED CHANGES FOR NEXT SEMESTER IN NURS ____________ INSERT COURSE TITLE

CHANGES IMPLEMENTED IN NURS ____________ INSERT COURSE TITLE TAUGHT BY: ____________________________
### LEVEL ________ END OF SEMESTER REPORT

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35
# LEVEL ________ END OF SEMESTER REPORT

## CLINICAL FACILITIES USED

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## ADDITIONAL INFORMATION

Level Leader Signature: ___________________________ Date: __________

Print Name: ___________________________

Level faculty signatures:

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Syllabi for each course listed above attached.
Validated Level One Program Outcomes

Level One program outcomes validated through the following means:

1. Use previous learning from core and cognate courses as base for new nursing knowledge and use
   Synthesized knowledge to provide quality care as a beginning nursing student.
   # Students’ Completed: ________________

2. Have basic knowledge of evidence as basis for practice and begin to examine quality and safety
   of evidence.
   # Students’ Completed: ________________

3. Have basic knowledge of various modes of communication and use beginning skills of effective
   communication; document and communicate findings to patients and colleagues.
   # Students’ Completed: ________________

4. Articulate responsibilities of the members of the multidisciplinary health care team and respect
   contributions of all team members.
   # Students’ Completed: ________________

5. Begin applying frameworks for critical thinking and decision making in nursing; take
   responsibility for own learning.
   # Students’ Completed: ________________

6. Practice beginning level planning and time management skills; have basic knowledge of
   leadership, management, and health care delivery systems.
   # Students’ Completed: ________________

7. Practice within legal and ethical frame; relate personal and professional values when addressing
   common clinical problems presenting typical legal and ethical challenges.
   # Students’ Completed: ________________

8. Articulate the role of generalist registered nurse and begin to assume responsibility for
   professional practice within the discipline of nursing.
   # Students’ Completed: ________________
Validated Level Two Program Outcomes

Level Two program outcomes validated through the following means:

1. Provide quality professional nursing care to patients with common, recurring physical and mental health problems by synthesizing previous knowledge with new nursing knowledge.

   # Students’ Completed:____________________________

2. Build on concepts of evidence to change practice and use current research to guide clinical practice.

   # Students’ Completed:____________________________

3. Establish effective nurse patient relationships appropriate to the setting and patient needs use appropriate technology and methods to document and communicate findings to patients and colleagues.

   # Students’ Completed:____________________________

4. Participate at a beginning level as a member of the multidisciplinary health care team to optimize health care to individuals, families and groups.

   # Students’ Completed:____________________________

5. Apply appropriate frameworks for critical thinking and decision making when caring for patients with common physical and mental health concerns in a variety of settings; articulate knowledge of concepts of life-long learning.

   # Students’ Completed:____________________________

6. Effectively manages own practice in structured settings and take leadership role in selected situations; identify political impacts of health care delivery.

   # Students’ Completed:____________________________

7. Practice within the legal and ethical frameworks of nursing and health care; effectively respond to common legal and ethical dilemmas.

   # Students’ Completed:____________________________

8. Use professional nursing concepts to enhance interactions with patients and colleagues that promote professional responsibility and foster assumption of the generalist nursing role.

   # Students’ Completed:____________________________
Validated Level Three Program Outcomes

Semester/Year ______________

Level Three program outcomes validated through the following means:

1. Provide quality professional nursing care to clients across the life span in a variety of practice settings by synthesizing new knowledge within frame of existing knowledge and modifying care as appropriate for complexity of patient and setting.

   # Students’ Completed: ____________________

2. Integrate sources of evidence to improve delivery of care across the life span in multiple settings.

   # Students’ Completed: ____________________

3. Modify communication techniques and practices to meet the needs of clients who have increasingly complex problems across the life span and in various settings; document findings and take initiative to communicate findings to clients and multidisciplinary team members.

   # Students’ Completed: ____________________

4. Plan and coordinate care as an active member of the multidisciplinary health care team to promote optimal health to diverse clients and communities.

   # Students’ Completed: ____________________

5. Seek appropriate frameworks for critical thinking and decision making and modify as needed for diverse clients in a variety of settings; participate in varied professional learning experiences.

   # Students’ Completed: ____________________

6. Effectively manage and modify practice with individuals, families, groups, and communities in a leadership role; participate in local political arena to impact the quality of health care.

   # Students’ Completed: ____________________

7. Practice within legal and ethical frameworks; respond appropriately to complex legal and ethical dilemmas using personal and professional values to guide decision making.

   # Students’ Completed: ____________________

8. Actively attend to professional responsibilities and assumes roles of the generalist nurse when relating to colleagues and patients across the life span and in a variety of practice settings.

   # Students’ Completed: ____________________
Level Four program outcomes validated through the following means:

1. Provide quality professional nursing care based on a synthesis of theoretical and empirical knowledge from nursing, physical and social sciences, arts and humanities, and life experiences.
   
   # Students’ Completed:______

2. Use evidence as the bases for clinically competent contemporary nursing care.
   
   # Students’ Completed:______

3. Communicate effectively using various means in a variety of roles and settings.
   
   # Students’ Completed:______

4. Optimize health care to diverse individuals, families, groups and communities through collaboration with interdisciplinary health care teams.

   # Students’ Completed:______

5. Demonstrate intellectual curiosity, critical thinking, and motivations toward life-long learning.

   # Students’ Completed:______

6. Influence the quality of nursing and health care using leadership skills, management concepts and a knowledge of the political system.

   # Students’ Completed:______

7. Be legally and ethically accountable for clinical nursing practice.

   # Students’ Completed:______

8. Assume the role of generalist nurse and become a responsible member of the profession.

   # Students’ Completed:______
SUBJECT: Faculty Annual Priorities and Goals

Priorities/Allocations

Teaching (60-80%) _______
Service (10-20%) _______
Scholarship (10-20%) _______

Practice/ Clinical Competencies Plans (specific place and times)

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

Classes

Teaching goal (SMART)

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

Service goal (SMART) List current committee service (department, college, university, professional, community)

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

Scholarship goal (SMART)

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

Open Office Hours: Fall Semester    Spring Semester
SUBJECT: Staff Annual Priorities and Goals

Service Goal (Smart goal)

_________________________________________________________________________________________________________
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System Goal (Smart goal)

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
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**Clinical Mileage Report**

(Must be submitted and approved prior to travel)

**Fiscal Year:** _______  Faculty__________________________  **Clinical Course:** NURS ____________

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<th>Date of Travel</th>
<th>Travel from (if other than Cedar City)</th>
<th>Destination (i.e. DRMC, St. George)</th>
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Traveler's signature  ____________________  Date  ____________________  

Supervisor's signature  ____________________  Date  ____________________  

Additional sheet attached

**Office Manager to complete the section below:**

Round Trip Miles __________ X # of Trips ______________ = Total Mileage ______________

University Vehicle add $ _______________________ per trip X # of Trips _____________ = (add total mileage)
**SOUTHERN UTAH UNIVERSITY**  
Department of Nursing  
Policy and Procedures

### SUBJECT: Safe/Professional Practice – Occurrence Report

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Report Date</th>
<th>Time</th>
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<th>Course Number</th>
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<tr>
<th>Course Faculty</th>
<th>Supervising Faculty</th>
<th>Point(s) Assigned</th>
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### OCCURRENCE TYPE: Unprofessional/Unsafe (Check all that apply – 1 point value each)

**Paperwork**
- Failure to meet the client and gather assessment data prior to the clinical experience.
- Failure to complete clinical preparation assignments, such as drug cards, forms or improper equipment/uniform.
- Failure to submit, to the office manager, proper documentation (including immunizations, CPR, NSNA membership, Forms, etc.) by deadline date.

**Absence/Tardiness**
- Failure to call supervising faculty and/or unit prior to assigned time of arrival for illness or tardiness.
- Tardiness
- Unexcused absence (no call, no show or leaving assigned area without proper communication with clinical instructor/staff/preceptor).

**Patient Care Issues**
- Inadequate knowledge of treatments, medications, or plan of care.
- Medication error
- Treatment error
- Error prevented from occurring by clinical faculty/staff intervention.

**Unprofessional Behavior**
- Communication with staff, faculty, fellow students, or clients that is disrespectful or otherwise unprofessional.
- Inappropriate dress.
- Any behavior deemed unsatisfactory by the clinical faculty or course faculty.

### OCCURRENCE TYPE: Critical Unprofessional/Unsafe (Check all that apply). This will result in immediate review of the incident. *Contact course faculty ASAP.*

- Any life-threatening error or action by the student to client, staff, faculty, or others.
- Implementing any action that is in direct violation of the course, school, or Agency HIPPA Policy.
- Impaired Performance.

### Notification

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<th>Student</th>
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<tr>
<th>Office Manager</th>
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**Office Manager will notify supervising faculty of any deficient documentation. Supervising faculty member will give student one (1) clinical point and not allow student to participate in clinical until documentation is complete. Faculty will not arrange make up clinical. Lack of participation in scheduled clinical will adversely affect student grade and may result in failure.**
SUBJECT: Safe/Professional Practice – Occurrence Report

Student comments related to occurrence: ______________________________________________________________
______________________________________________________________________________________________
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Signature: ______________________________________________________

Supervising Faculty comment related to occurrence: ______________________________________________________
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Signature: ______________________________________________________

Date for follow-up evaluation conference: __________________________ Time: ____________________________
Comments: ______________________________________________________________________________________
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☐ DISMISSAL from clinical experience for day. Additional point assigned.

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<th>STUDENT GOAL:</th>
<th>STUDENT PLAN:</th>
<th>STUDENT/FACULTY EVALUATION:</th>
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SUBJECT: Petition for Academic Advising Change Form

Date Submitted: __________________________ Received by: __________________________

Student name: ____________________________________________

Current Advisor Name: _______________________________________

Requested Advisor Name: _____________________________________

Reason for change:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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____________________________

Approved: __________________________

Denied: _____________________________

Signed: _____________________________ Date: ____________________________

Department Chair
Policy Manual
for
Nursing Majors

Supplement
To Southern Utah University
Student Handbook
and
The SUU General Catalog

Updated January 2012 by
SUU Department of Nursing Faculty and Staff

ALL students in the nursing program are responsible to read and understand and use the information contained in this handbook.
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Welcome to Baccalaureate Nursing at Southern Utah University! Your educational experience will be challenging and bring you many opportunities to increase your knowledge and develop your skills.

The faculty and staff are pleased to be able to learn and grow with you. Your course work is just a small portion of the knowledge you need to excel within your profession. It is up to you to go beyond that course work by immersing yourself in professional literature, seeking new and challenging learning experiences, and involving yourself with student or professional organizations.

This Student Nurse Policy Handbook was developed to assist you in understanding your role and responsibilities in the SUU Nursing Program. The handbook is a resource that complements university student policies. The department of nursing student handbook provides nursing-specific policies that clarify policies in the SUU General Catalog (www.suu.edu/academics/catalog) and the SUU Student Handbook.

The handbook contains essential information about progression in the program. Nursing faculty and staff utilize the handbook as a guide in making retention and progression decisions. The handbook needs to be reviewed frequently for updates; you are held accountable for the most recent policies and procedures. In addition, this handbook contains other useful information such as suggestions for coping with stress and striving in nursing school.

Other resources important to role development as a nurse are AACN’s Essentials of Baccalaureate Education for Professional Nursing Practice, ANA’s Standards of Clinical Nursing Practice, ANA’s Code of Ethics for Nurses and ANA’s Social Policy Statement. These documents form the foundation of the nursing curriculum. Concepts from these four documents are used to design meaningful course and clinical experiences.

Once again, welcome! We are glad you are a part of SUU Nursing. Your success will be determined by your commitment to learning. We are committed to facilitating that success.

Donna J. A. Lister
Department Chair
Department of Nursing
SUBJECT: FACULTY AND STAFF

Department Chair: Donna J.A. Lister-PhD(c); SCA 108-B, lister@suu.edu
Office Manager: Teresa Higbee; SCA 108-C, HigbeeT@suu.edu
Department Administrative Assistant: Vikki Robertson; SCA 108-A, RobertsonV@suu.edu
Nursing Lab Specialist: Betsy Hatfield-BSN,RN; SCA 108-L, HatfieldB@suu.edu

ASSOCIATE Professors:
Donna J.A. Lister - PhD(c), MSN, APRN, FNP-BC; Lister@suu.edu

ASSISTANT Professors:
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Shelley R. Sanderson-MSN, APRN, FNP-BC; ShelleySanderson@suu.edu
Kevin Tipton-MSN, RN, CLNC; Tipton@suu.edu
Janet Warner-MSN, RN; Warner@suu.edu
SOUTHERN UTAH UNIVERSITY
Department of Nursing
Policy and Procedures

SUBJECT: HISTORICAL BACKGROUND: DEPARTMENT OF NURSING

Introduction to Southern Utah University

Through our more than 110 year history, Southern Utah University has evolved from a teacher training institution to its current role as a comprehensive, regional university offering graduate, baccalaureate, associate and technical programs. From the time of its founding, SUU has placed students first by featuring personalized and participative classes, combined with competent, qualified and supportive faculty, staff and administration. People of the region look to Southern Utah University for skill development opportunities, major academic specialties, outreach services, cultural and athletic activities, economic and business development, and regional archives.

National parks and recreation surround Cedar City. Skiing is 40 minutes away at Brian Head. For a wider range of metropolitan service, the city of Las Vegas is two-and-a-half hours south, Provo two-and-a-half hours north.

School Colors: Red & White Mascot: Thunderbirds

Introduction to the Baccalaureate Nursing Program

The Southern Utah University Department of Nursing established a baccalaureate nursing program in 2004. The first student class was admitted in August, 2004. The SUU Nursing Program was accredited by the Commission on Collegiate Nursing Education in April of 2006 with a reaffirmation of accreditation in 2011. From the beginning, the nursing program has prided itself on meeting the regional health care needs of Southern Utah through personalized, quality education provided by qualified, dedicated, and supportive faculty, staff, and administration.

The SUU Bachelor of Science in Nursing (BSN) curriculum prepares students for generalist positions in professional nursing practice. Graduates are prepared to provide nursing care across the lifespan to culturally diverse individuals and groups.

The program has two options for students. First, pre-licensure baccalaureate degree for students with no previous nursing degree. The Licensed Practical Nurse (LPN) is included with the pre-licensure student. These students are admitted fall and spring semesters. Second, for associate/diploma degree registered nurses seeking a baccalaureate nursing degree; students are admitted summer semester.

The BSN curriculum includes two phases: first, completion of general education core and required support courses; second, nursing course work consisting of classroom, laboratory, and clinical practice experiences.

Upon completion of the pre-licensure program, graduates are eligible to apply for licensure as registered nurses. The BSN degree provides flexibility in career choices as well as a foundation for continued formal study in graduate programs. Alumni have opportunities in hospitals, health departments, correctional facilities, home health, long-term care, educational institutions, and multiple other options, including international experience.
SUBJECT: VISION, MISSION, GOALS AND PROGRAM OUTCOMES OF SUU DEPARTMENT OF NURSING

Vision
The Southern Utah University (SUU) Department of Nursing will be a hallmark Baccalaureate Nursing Program, providing quality nursing education that efficiently and effectively meets the needs of students and the regional community.

Mission
The Department of Nursing is made up of academic programs that prepare individuals for professional nursing practice. A Bachelor of Science in Nursing is recommended for students preparing for entry into nursing practice. We offer a learning-centered education that meets the requirements for a baccalaureate degree at SUU and ensures that graduates have the abilities to be successful professional nurses. The purpose of the Department of Nursing is to provide learning opportunities that engage students in a comprehensive program of classroom and experiential learning that emphasizes caring, critical thinking, problem solving, ethical decision making, and communication.

Goals
The observable, measurable goals of the Department of Nursing and our objectives by which we will accomplish them are:

- **To prepare graduates to successfully enter nursing practice** by offering well-planned and pedagogically sound learning exercises in courses and in research projects that develop skills in analysis, critical thinking, problem solving, and ethical decision making.

- **To develop technically proficient nurses** by offering students hands-on experiences with state-of-the-art health care equipment and providing coursework and clinical practicum opportunities.

- **To support faculty members as health care professionals who demonstrate excellence in teaching, scholarly endeavors, practice, and professional community service and who provide leadership in nursing practice** by rewarding good teaching, encouraging participation in clinical practice and professional service, and scholarly engagement.

Program Outcomes
Upon completion of the Southern Utah University Baccalaureate Nursing Program, graduates will be able to do the following:

2. Provide quality professional nursing care based on a synthesis of theoretical and empirical knowledge from nursing, physical and social sciences, arts and humanities, and life experiences.
3. Use evidence as the basis for clinically competent contemporary nursing care.
4. Communicate effectively using various means in a variety of roles and settings.
5. Optimize health care to diverse individuals, families, groups and communities through collaboration with interdisciplinary health care teams.
7. Influence the quality of nursing and health care using leadership skills, management concepts, and a knowledge of the political system.
8. Be legally and ethically accountable for clinical nursing practice.
9. Assume the role of generalist nurse and become a responsible member of the profession.
SUBJECT: ORGANIZATIONAL STRUCTURE, DEPARTMENT OF NURSING

I. Chair of the Department: The Department of Nursing Chair is directly responsible for administrative interface with faculty and departmental programs and with lines of authority from the Dean through central administration. Department assignments requiring departmental level action automatically go to the department chair.

REFERENCES: SUU Policy and Procedures, 6.2, Academic Officers

a. Standing Committees. Standing Committees are permanent committees created to accomplish department goals.

i. Level Work Groups: Consists of all faculty who teach any course in any given level. Lab Specialist serves as resource when invited. Level Work Groups ensure smooth functioning, coordination, and implementation of each level of the four levels of the curriculum. The level group meets a minimum of three times per semester and is headed by a faculty member (Level Coordinator) selected by the group. Every faculty member who teaches on the level is a member of the level work group.

ii. Level Coordinating Council: The Level Coordinating Council (LCC), consisting of the department chair and level coordinators, ensures smooth functioning, coordination, and implementation of the curriculum. The committee meets at least monthly during the academic year and is headed by the department chair.

   1. Responsibilities Include:
      
      a. Implement policies and procedures for the development of new and/or improvement of existing courses and other elements of the curriculum;

      b. Receive and act on curriculum and program proposals submitted by other committees and faculty members.

      c. Assure that department engages in annual curriculum review and analysis, receive reports of such analyses, and make recommendations to faculty.

      d. Assure that all components of the curriculum adhere to the standards and policies of the American Association of Colleges of Nursing and the Utah State Board Nursing.

      e. Serve as the Policies and Procedures Committee; ensuring smooth coordination, writing, and approval of the policies of the Department of Nursing.

      f. Admission and Advancement

b. Ad Hoc Committees: Ad Hoc Committees are temporary committees created to accomplish department goals or to focus on examining a specific subject. Most are created with a deadline by which they must complete their work, or expire.
SUBJECT: ORGANIZATIONAL STRUCTURE, DEPARTMENT OF NURSING

II. Faculty: SUU Department of Nursing Faculty is an academic employment status for those persons who have responsibility for the conduct or approved nursing courses, scholarship and service activities for the Department.

III. Advisory Board: The Department of Nursing Advisory Board meets at least annually to provide a forum for direct communication between the department and stakeholders. The advisory board serves to keep the community informed of department activities and provide community and stakeholder input to the department.

a. Definition of Community of Interest: The following groups and individuals have an interest in the mission, goals, and expected outcomes of the SUU Department of Nursing and our effectiveness in achieving them:

i. Internal Stakeholders: Current nursing students; SUU Department of Nursing faculty, staff, and administrators; SUU community.

ii. External stakeholders: Prospective students; alumni; community members served by alumni; contracted health care agencies; employers of alumni; Utah State Board of Nursing; Department of Nursing Advisory Board.

Organizational Chart, Department of Nursing
1. Attend class. Class activities will bring real world examples to concepts presented in the text. The course does involve work on the part of the student. Participation in classroom activities is important to making the class enjoyable.

2. Take responsibility for your own success. You are responsible for what you learn in any situation. If you choose not to attend a class session, take responsibility for getting the information from one of your peers. *IF IT WAS ANNOUNCED IN CLASS, YOU HEARD IT.*

3. Your text comes with a study guide and ATI gives you other ancillaries-USE THEM! You will soon discover that in order to successfully complete this course you must be able to understand and quickly answer most problems in the ATTL/Clinical Settings.

4. Students who ask, "Will we be doing anything important in class today", or "Can I do something for extra credit" do not seem to grasp the purpose of higher education. Part of what you are paying for is the opportunity to learn responsibility for your own success (or lack of success). Don't cheat yourself.

5. Understand that differences in background equal differences in ability to grasp scientific concepts. If you have a weak background in science, math, or other pre-requisite courses, you will need to work harder to fill in the gaps. We do not all learn at the same rate; if it takes you more time, invest the time necessary to be successful.

6. Focus on the major concepts. Why are they important? Take time to think about the reading and classroom discussions often, not just the night before an exam. Spread your study out so that you are spending time with the material on a daily basis. Don't try to cram the material the night before an exam.

7. Work for academic independence. Out-of-class writing assignments and take-home exams are to be completed by individuals NOT committees. It is all right to discuss ideas with study groups or peers, but you need to be responsible for your own work and understanding of the material in the curriculum.

8. **The Professor’s Role is to:** Clarify. Illustrate. Give examples. Emphasize certain points or topics. Assist the student in providing a framework for organizing information provided in the text and class. Establish deadlines for various components of the course. Provide you with opportunities to practice, sharpen, and present learned concepts and skills. Give you feedback on you academic progress in the profession of nursing. Help the student answer questions pertaining to nursing.
SUBJECT: CURRICULUM PATTERNS

Pre-Licensure:

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3120 Intro to Health Assessment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 3130 Fundamentals of Nursing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 3135 Level One Nursing Lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 3140 Found. of Professional Nsg.</td>
<td>3</td>
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</table>

**Total Credit Hours (semester 1)** | 14

<table>
<thead>
<tr>
<th>2nd Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3220 Pharm &amp; Therapeutic Interven</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 3230 Care of Adults</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 3235 Level Two Nursing Lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 3240 Concepts in Mental Health Nsg</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURS 4360 Nursing Theory &amp; Research (L2)</td>
<td>3</td>
<td></td>
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</table>

**Total Credit Hours (semester 2)** | 16

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3260 Health Promo &amp; Education (L3)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 4330 Care of the Family</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 4335 Care of the Family Nsg Lab</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 4340 Concepts in Geriatric Nsg</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURS 4350 Community Health Nsg</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURS 4355 Comm. Health Nsg. Lab</td>
<td>2</td>
<td></td>
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**Total Credit Hours (semester 3)** | 15

<table>
<thead>
<tr>
<th>4th Semester</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 4431 High Acuity Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 4436 High Acuity Nursing Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NURS 4440 Contemporary Issues in Nsg.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 4450 Leadership &amp; Management in Nsg</td>
<td>4</td>
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</table>

**Total Credit Hours (semester 4)** | 15

**Total Credit Hours (Program total)** | 60

RN to BSN:

<table>
<thead>
<tr>
<th>1st Semester (Summer)</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3121 Health Assessment for Registered Nurses</td>
<td>3</td>
<td></td>
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<tr>
<td>NURS 3141 Professional Nursing Foundations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 4361 RN Nursing Theory &amp; Research</td>
<td>4</td>
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</table>

**Total Major Hours:** 10

<table>
<thead>
<tr>
<th>2nd Semester (Fall)</th>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>NURS 4340 Concepts in Geriatric Nursing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURS 4351 Community Health Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 4356 Community Health Clinical</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NURS 3260 Health Promotions &amp; Education</td>
<td>3</td>
<td></td>
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</tbody>
</table>

**Total Major Hours:** 10

<table>
<thead>
<tr>
<th>3rd Semester (Spring)</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4431 High Acuity Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 4436 High Acuity Nursing Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NURS 4440 Contemporary Issues in Nsg.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 4551 Leadership &amp; Management in Nsg.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 4556 Leadership &amp; Mangmnt. Lab</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Total Major Hours:** 12

**Total Major Hours:** 31
SUBJECT: SPECIFIC POLICIES AND PROCEDURES FOR SUCCESS

This section outlines specific policies and procedures of the Department of Nursing. The purpose is to establish professional standards to govern your progression in the nursing program. You are responsible to know and abide by policies in this manual. Decisions on student requests to waive Department policies and procedures will be handled by the Department Chair. Students will submit a written petition providing rationale for the request. All decisions are final.
SUBJECT: FINANCIAL ASSISTANCE

Financial Assistance
Southern Utah University’s Nursing Program offers several opportunities for scholarships. The Nursing Administrative Assistant can guide you through the process. General scholarship information at SUU is available on the internet. (http://www.suu.edu/ss/financial/scholarships.html) Financial Aid at SUU offers several types of financial assistance to students. (http://www.suu.edu/ss/financial/). The SUU/SNA officers can provide you with information about scholarships through the student nurses association.
SUBJECT: STUDENT USE OF EQUIPMENT, SUPPLIES, COPIES, PRINTER

PURPOSE: To set boundaries and establish criteria for student use of Department of Nursing equipment and supplies. These include but are not limited to computers, laptops, overhead projector, projector, copy machine, printers, etc.

POLICY: The copy machine(s) in the nursing office is for Department of Nursing faculty and staff use only. Student copies for presentations must be approved by the appropriate faculty by the faculty’s signature on the Office Work Request Form. This form will be submitted to the office manager a minimum of 48 hours prior to the time needed. Cost of these copies will come out of student lab fees to be monitored by the office manager. Student copies for homework assignments, study guides, etc. will not be copied by the Department of Nursing. Students are not to operate any copy machine at any time for any reason.

Student use of any other equipment must be coordinated with the office manager using the Office Work Request Form, signed by the appropriate faculty and submitted a minimum of 48 hours prior to the date needed.

Students have 200 pages of printing available per semester through SUU. For students to utilize their printing pages account, they need to visit any open lab on campus (ELC, library, etc.).

Student use of classrooms or conference rooms anywhere on campus, for any reason (study groups, meetings, ceremonies, etc.), needs to be coordinated through the office manager using the Scheduling Request Form. Due to scheduling policies on campus this needs to be done at least two (2) weeks prior to event.

NOTE: Forms are available in the appendix of the Student Handbook.
SUBJECT: UNUSUAL OCCURRENCE/ BLOOD BORNE PATHOGEN EXPOSURE RISK POLICY & FORMS

Student – Unusual Occurrence/Exposure Risk

In the event of an unusual occurrence or possible exposure to blood or body fluids the student shall notify the supervising faculty member immediately.

The supervising clinical faculty member shall immediately, in person, discuss the incident with the involved student(s) to review the incident. If there is a risk of exposure to blood borne pathogens the student will be advised to first, assure that the exposure has been cleansed with soap and water (for a needle stick), or flush eyes, nose or mouth with copious amounts of tap water (for 20 minutes). Faculty member will then facilitate completion of appropriate forms and a medical evaluation. Any injury sustained by the student while participating in DON activities and subsequent medical treatment, with all costs associated with care will be the student’s responsibility. Faculty will encourage a medical evaluation with appropriate testing and follow-up including at least the following elements:

1. Documentation of the unusual occurrence and/or routes of exposure, and the circumstances of the unusual occurrence/exposure.
2. Identification and completion of forms and procedures required by the facility where the incident occurred.
3. Completion of SUU Department of Nursing forms.
   a. Unusual Occurrence/Exposure form
   b. Post-Exposure follow up form (if an exposure)
4. In the case of exposure, identification of the source individual, unless in feasible or prohibited by law. (Faculty member will need to work with the nursing staff and policies in the agency or facility where exposure occurred to facilitate this step.)
   a. Seek to determine the source individual’s HBV and HIV status.
   b. Results of the source individual’s testing shall be made available to the exposed student with information about confidentiality and identity protection laws.
5. Assistance to student to see their private care provider, an Instacare facility, or ER, ASAP with instructions to get tests for exposure to blood borne pathogens.
6. Inform department chair of incident and follow up a.s.a.p. Submit SUU Department of Nursing forms to department chair within 24 hours of incident.
7. If the occurrence takes place on SUU campus (i.e. the practice or validation lab) a copy of the form will be submitted to the lab specialist who will maintain a sharps/incident occurrence log for on campus events.
SUBJECT: UNUSUAL OCCURRENCE / BLOOD BORNE PATHOGEN EXPOSURE RISK POLICY & FORMS

Faculty/Staff/Student Employee Unusual Occurrence/Blood Borne Pathogen Exposure Risk

In the event of an unusual occurrence or possible exposure to blood or body fluids the individual involved will report directly to Human Resources on SUU campus.

In addition to forms and procedures initiated by Human Resources, faculty/staff and student employees are asked to inform department chair of incident and follow up.

If the occurrence takes place on SUU campus (i.e. the practice or validation lab) a copy of the form will be submitted to the lab specialist who will maintain a sharps/incident occurrence log for on campus events.
SUBJECT: UNUSUAL OCCURRENCE / BLOOD BORNE PATHOGEN EXPOSURE RISK POLICY & FORMS

Student Post Potential Exposure Follow-up Form

To be completed by the supervising Clinical Faculty Member with the involved student(s) at time of incident-check circles as step is completed.

1. Discuss exposure, how it occurred, and how it could be prevented in the future.

2. Discuss risk for blood borne pathogen exposure and recommend immediate follow up with private care provider or Instar-care provider.
   a. Individuals who have been exposed to blood or body fluids are at risk for an infectious disease such as HIV, HCV and/or HBV infection. To assess risk, provide timely evaluation of current status, and a baseline for future evaluation and potential interventions it is recommended an exposed individual seeks immediate medical attention. An appointment with a private care provider if immediately available or an Instar-care provider is strongly recommended. Any injury sustained by the student while participating in DON activities and subsequent medical treatment with all costs associated with care will be the student’s responsibility.

3. Facilitate student appointment for immediate follow-up.

4. Complete the following with the student:
   a. Exposed individual’s name _________________________________
   b. Type of exposure________________________________________
   c. Date and time of exposure__________________________________
   d. I have been fully trained in SUU’s exposure control plan and I understand I may have contracted an infectious disease such as HIV, HCV or HBV. I also understand the implications of contracting these diseases. I have been encouraged to seek immediate follow-up care by my faculty member to determine whether or not I have contracted an infectious disease.
      I will visit _____________________________________________provider.
      ▪ Date and time of visit____________________________________
      ▪ Student Signature________________________________________
      ▪ Faculty Signature________________________________________
   e. Or

   f. I have been fully trained in SUU’s exposure control plan and I understand I may have contracted an infectious disease such as HIV, HCV or HBV. I also understand the implications of contracting these diseases. I have been encouraged to seek immediate follow-up care by my faculty member to determine whether or not I have contracted an infectious disease. Despite all the information I have received, for personal reasons, I freely decline to seek a post-exposure evaluation and follow up.
      ▪ Student signature _________________________________ Date________
      ▪ Faculty signature________________________________________ Date________
SOUTHERN UTAH UNIVERSITY
Department of Nursing
Policy and Procedures

SUBJECT: UNUSUAL OCCURRENCE/ BLOOD BORNE PATHOGEN EXPOSURE RISK POLICY & FORMS

Unusual Occurrence/Exposure Report Form

Student Name_________________________________________________ Date____________________

Date of incident/accident______________________________ Time incident occurred____________________

Incident location____________________________________________________________________________

Describe the incident fully (route of exposure, circumstances; describe type of controls in a place at time of incident including person protective equipment worn, identify unsafe conditions and/or actions; relevant police reports)_________________________________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________

Describe student’s injury (body part/type of injury) __________________________________________________

____________________________________________________________________________________________

SUU faculty/staff contacted about incident_________________________________ Time of contact___________

Tell how this type of exposure can be prevented: ____________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________

Follow up provided or scheduled_________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________
SUBJECT: AUTOTUTORIAL LEARNING LAB POLICY

I. PURPOSE: The purpose of this policy is to provide specific guidelines of safety and professional conduct in the Autotutorial Learning Labs (ATTL) and to outline performance standards and grading in ATTL for successful progression in the nursing program.

II. POLICY: It is the policy of the Department of Nursing (DON) that ATTL activities develop confidence in competence of skill ability and practice the RN role in a safe environment.

a. Nursing students are expected to perform ATTL activities in a safe and professional manner; the same quality performance as if the student was at a clinical site (Refer to Policy #5.5.2: Unsafe/Unprofessional Clinical Practice).

b. A pattern of unprofessional and unsafe behaviors in ATTL may result in the inability to attend the clinical health care agency experience or result in failure of the nursing course (Refer to Policy # 5.5.3: Student Progression in the Nursing Program).

III. DEFINITIONS:

a. Autotutorial Learning

i. Autotutorial learning is defined as a learning method whereby students are self-motivated, active learners who take initiative for their own learning by organizing time and resources to complete activities outlined in course syllabus.

ii. ATTL Labs include the practice-bed lab and the validation/simulation lab.

iii. Auto-tutorial learning allows flexibility, within guidelines, to accommodate individual learner styles, preferences, and timeframes.

iv. Clear criteria, adequate preparation, and skills practice, followed by faculty assessment of competence, ensures students learn not only technical skills but also the role of the registered nurse in the performance, delegation, and supervision of skills.

v. Autotutorial learning is accomplished when students, faculty and staff work together so each individual student’s learning is maximized.

1. Some of the activities in ATTL include: group discussions, communication skills, step-by-step procedure practice, prioritization exercises, practice the skills of physical exam and health history interview, simulation of nursing roles in various health care scenarios, video of skill performance followed by self-assessment of ability, peer assessment of skill performance and validation.

2. Students should revisit the ATTL lab for more practice when the student identifies the need.

3. Faculty may refer or require a student to review particular skills in ATTL labs independently or under supervision.

b. ATTL Modules

i. The autotutorial modules are defined as learning units that contain the outcome, objectives and specific directions a student needs to prepare and practice designated skills.

ii. The modules are available in hard copy and electronically under the corresponding Clinical Lab course.
SUBJECT: AUTOTUTORIAL LEARNING LAB POLICY

c. Validation
   i. Validation is defined as a student activity that judges the competence of a student in meeting standards and criteria for course and program outcomes.

   ii. An ATTL validation is a simulation experience and a performance examination.

   iii. ATTL validations demonstrate student performance of psychomotor skills, including critical thinking, in a simulated health care setting to document competence.

   iv. The person who observes, assesses and evaluates a validation activity is termed a validator.

   v. The validator may view the activity ‘live’, videotaped or a combination.

   vi. A Validation Tool provides instructions and the criteria for grading, and post-validation self-assessment questions. (General Validation Tool Template 5.03c)

   vii. Debriefing is a post validation activity where feedback is provided and guided reflection is encouraged regarding the performance of the simulation participant(s).

   viii. Types of Validations include:

       1. Module Validations are performed upon completion of 1-4 Skills Modules.

          a. The assessment and evaluation is completed by peer/classmate or a faculty member.

       2. Final Validations are performed during finals week of the semester.

          a. This validation is a comprehensive performance examination of nursing skills and clinical judgment learned throughout the semester.

          b. The validator of a final validation is a faculty member.

       3. Clinical Simulation Validations are performed as needed throughout the semester.

          a. Students demonstrating a pattern of poor performance as evidenced by low scores in ATTL validations and/or Unsafe/Unprofessional Clinical practice behaviors will be scheduled to perform a clinical simulation validation.

          b. The validator will be a faculty member.

          c. The simulation is scenario-based where the student is designated to perform health assessment skills, communication and 2-3 procedures on a real person and a manikin.

d. Critical Elements
   i. Critical elements are the steps unique to a skill/procedure which constitute ‘best practice’.

      1. For example, a critical element for accurate daily weight measurement is to weigh the individual the same time each day with similar clothing on the person.

   ii. Critical elements are established from research and standards.

   iii. Students must perform the critical elements of procedures during a validation for successful ATTL validation.

   iv. There are essential or universal critical elements for any procedure. Refer to attached General Validation Tool Template (Form 5.03c).
SUBJECT: AUTOTUTORIAL LEARNING LAB POLICY

c. Open Lab and Closed Lab
   i. **Open Lab** is defined as the availability of the ATTL labs to students and faculty for practice and utilizing resources.
      1. The lab is available on a first come basis and various levels of students may be practicing simultaneously.
      2. Open lab may or may not have a lab supervisor present.
      3. Open practice labs will be monitored by the lab specialist or faculty to insure students have a quality practice time. Overcrowding can inhibit learning.
   ii. **Closed Lab** is defined as the unavailability of the ATTL labs to students except for a designated course that has a scheduled ATTL activity, facilitated by faculty & lab specialist. Students involved in that course have priority to the lab.

IV. ATTL Schedules for use of Nursing Labs and Equipment
   a. The nursing lab specialist and DON office manager will collaborate to schedule the use of the ATTL labs
      i. Multiple courses utilize the ATTL labs. The Lab Specialist is responsible for scheduling the ATTL labs after consultation with each course leader requiring use of the labs.
      ii. The first month and last weeks of the semester are when the ATTL labs are the busiest with scheduled practice and validation time periods.
      iii. Current ATTL lab schedules are posted each semester electronically on the nursing website and hard copies on bulletin boards within the DON.
   b. Work Requests
      i. Students and faculty may check with lab specialist for equipment needs or other work requests for an activity outside of the scheduled ATTL labs; for example: ‘Props’ needed for a presentation in a theory course, health screening supplies for a professional experiential activity in the community.
      ii. Complete and submit the *Work Request Form for Nursing Lab Specialist* (Form 5.03b).
   c. Requests for use of ATTL lab environment and equipment from outside of the DON may be scheduled if there is no conflict with scheduled nursing activities and the lab specialist is available.
      i. The lab specialist or other designated DON representative is physically present for time periods ATTL labs are utilized, to assure safe and professional conduct

V. PROCEDURES:
   a. Guidelines for safe and responsible practice in ATTL
      i. Only students enrolled in the nursing program are allowed to be in ATTL labs. Any exceptions to this guideline must have prior approval by the lab specialist and/or faculty.
      ii. The ATTL labs are to be used for the purpose of completing nursing assignments.
         1. For example, inappropriate use of ATTL computers consists of personal business like balancing checkbook, purchasing stocks, or internet dating.
      iii. No food or drinks are allowed at bedside stations, Medication Stations/carts, or at computers.
iv. Invasive procedures on a consenting person are not allowed WITHOUT the direct supervision of faculty or lab specialist. v.

Practice Sessions:

1. Students who are not prepared will not be allowed to participate in a scheduled practice session.
   a. Prepared is defined in each ATTL Module or scheduled activity in course syllabus
   b. A ticket may be needed in the form of a quiz, study guide or other written documentation.

2. Asking for assistance and clarification during practice is the beginning of student self-assessment of learning needs.
   a. Autotutorial learning does not mean students have to learn everything on their own. b. Faculty and lab specialist are available for guidance and support.

3. Student collaboration is appropriate during preparation, only if each individual student prepares their own work (responses to quiz, study guide, etc.) before discussions with classmates about varying responses and rationales of information.
   a. Students can have notes, ask questions and get coaching from peers and faculty during practice sessions.
   b. Students are encouraged to practice in peer groups of 2-4, to offer insights, present challenges and question each other’s critical thinking, problem solving, and skill techniques.
   c. It is unacceptable behavior for students to copy, give or receive illicit help on assignments and quizzes, and/or talk about anything that occurs or is seen in ATTL Validation (Refer to Policy # 5.5.4 Academic Integrity).

4. Students should apply safety and asepsis principles
   a. Students may wear comfortable clothing, it is not necessary to wear your nursing scrub uniform for practice activities.
   b. Consider safety issues as you choose what to wear in ATTL practice.
      i. Open toe shoes are not appropriate and clothing too loose or with dangling decorations may present a safety risk.
      ii. Unsecured long hair is inappropriate for safety particularly asepsis principles.

   Students should cleanse their hands prior to any practice sessions.
   i. This routine will
      1. develop a habit of hand cleansing,
      2. help maintain manikins and equipment in a cleaner state, and
      3. reduce cross-contamination in the lab.
SUBJECT: AUTOTUTORIAL LEARNING LAB POLICY

d. Apply safety/OSHA principles and regulations in all ATTL activities to avoid any accidents and injury.

   i. If a student is involved in an accident, injury, or body fluid exposure during any ATTL activity, they should inform the lab specialist as soon as possible.

vi. References and/or resources located in the ATTL labs are in the form of textbooks, handbooks, CD-ROMs, DVDs, VHS tapes, and journals.

   1. These resources are considered ‘on reserve’ for use in the ATTL Labs or in close proximity like a nursing classroom.

   2. Do not remove them from the area as they are a resource for ALL students and faculty.

vii. ATTL Equipment, Manikins, Models and computers

   1. Course Fees are utilized for maintenance and replacement of supplies. Each course syllabus will indicate monetary amounts.

   2. Students and faculty are to handle all equipment, manikins and models respectfully and gently.

   3. Students are to return items to where they were found at the completion of ATTL activities and inform lab specialist of equipment that is malfunctioning or broken.

   4. Students and faculty may reuse some disposable items for cost containment; however, if an item or items have been exposed to direct body contact and are impractical to cleanse, dispose of item or keep for personal use (e.g. masks, gloves).

viii. Student Supplies and Equipment

   1. Students in NURS 3135: Level One Clinical Practicum will receive an ATTL Lab Kit Backpack which contains supplies for ATTL activities in multiple courses.

      a. The student is responsible to inventory and utilize these supplies when directed.

   2. Students in NURS 3120: Health Assessment will access a Health Assessment Tool Kit to be shared among 2-3 students.

      a. The kit is the property of the Department of Nursing and will be loaned to the students for the semester, and may be stored in ATTL.

      b. If the Health Assessment Kit is not returned to Lab Specialist at the conclusion of finals week, the involved students course grades will be held, until the return of the kit.

   3. All students will read Letter of Recommendations for Lab Kit Backpack and Health Assessment Kit (Letter 5.03a).

b. Guidelines for successful ATTL Validations

   i. During an ATTL validation a sign will be posted on ATTL lab door “Validation in progress, Do Not Disturb”.

      1. Only those people who are a part of the validation experience are allowed in the ATTL Lab during the validation activity.
SUBJECT: AUTOTUTORIAL LEARNING LAB POLICY

2. The roles of the validator are observation and evaluation.
   a. Prompting or coaching of a student’s performance is avoided.
   b. Students will be informed of pass or fail during debriefing or within 24 hours of the validation.
   c. It is the student’s responsibility to obtain any clarification of the process at the start of the validation.
   d. The validation may be video-recorded for detailed evaluation and/or used for student self-assessment.

ii. Student Responsibilities

1. Validation times will be randomly drawn or sign-up. If sign-up, the sheet will be posted on a designated ATTL bulletin board.
   a. Students should plan to sign-up based on the schedule in course syllabi.
      i. If an altered sign-up time is needed, the order of completion can change as long as the corresponding theory class has occurred.
      ii. Students should contact the lab specialist for the altered validation time need.
      iii. The lab specialist will consult with course faculty for approval to change scheduled time.

2. Student must check the course syllabus or ATTL Validation instructions for proper attire, for most validations you will be required to wear you SUU nursing uniform.
   a. Students must wear student nurse uniform for a Final Validation and for a Clinical Simulation Validation.

3. Students must check the module and general instructions of the ATTL Validation Tool for any ‘Ticket’ needed to be allowed into the validation.
   a. This ticket may include supplies from the ATTL Lab Kit backpack, completed Critical Thinking Exercise, completed study guide chapter submitted, and anything else as required in course syllabus.

4. Concise notes or ‘quick references’ may be utilized by students during validation.
   a. Notes must be contained in a pocket and not propped on patient or interfering with asepsis at the bedside. We emphasize the term quick reference.
   b. Classmates/teammates are discouraged from coaching or prompting.

5. If paired/grouped with classmates for ATTL validation, effective & respectful communication techniques and health care team collaboration will be assessed by validator.

6. Students should review Specific Validation Tool general instructions and criteria for grading prior to the validation.

7. When a validation includes an invasive procedure (for example, IM injection or IV start) on a live person, a consent form is signed prior to the procedure (Form 5.03d: Invasive Procedure Consent Form).
8. Student Expectation for Validation performance
   a. Students are expected to “talk to” manikin/model/live person utilizing communication techniques, questions and teaching appropriate to the scenario and procedure.
   b. Students are expected to THINK OUT LOUD while performing the validation.
      i. Thinking out loud helps to clarify your actions to the validator.
      ii. For example, when you palpate the abdomen, state “I am feeling for firmness, lumps, fluid movement.”
   c. Students are expected to “take action”.
      i. This means that they will show the steps in performing skills. ii. The validator is expecting to see the skill performed.
      iii. The student should avoid statements like “I would normally put gloves on”. The student needs to don the gloves.
      iv. In some situations for timeliness and organization it will be appropriate to state an action, for example “I am providing privacy by closing the door and pulling the curtains.”
   d. Students are expected to actively participate in post validation activities.
      i. When possible debriefing will occur immediately following the validation.
      ii. Post validation activities include student documentation or verbal self-assessment of their performance in the validation responding to questions listed on the validation tool.
   e. Students are expected treat ATTL validations as performance examinations or testing situations!
      i. They are not to discuss anything that occurs or is seen during the ATTL validation or debriefing that will compromise professional behavior or be a breach of confidentiality.
      ii. Talking with other students once validation testing begins is considered cheating. (Refer to Policy # 5.5.4 Academic Integrity).
   c. ATTL Grading and Progression
      i. Each course syllabus will delineate the Total % weight allotted toward the course grade for ATTL Lab activities and the breakdown of % for individual ATTL activities.
      1. Scheduled lab practice times are mandatory time periods. Each course will designate the schedule and consequences when a student does not participate in a scheduled lab.
      2. Students must complete ATTL activities and demonstrate competency according to guidelines in ATTL Validation Tools by dates established in course syllabi.
      3. A successful validation is either a score of 74% or greater, based on criteria points in a validation tool or a Pass when the validation tool lists pass/fail of critical elements
         a. Course syllabi will outline any remediation and consequences for ATTL validation failures.
         b. Student failure of an ATTL Clinical Simulation Validation means that the student cannot practice in the clinical setting and progression in the program will be evaluated by the Level Work Group associated with the level the student is enrolled.
         c. Students not present for the start of their validation will result in failure of the validation, unless prior arrangements have been made.
SUBJECT: AUTOTUTORIAL LEARNING LAB POLICY

Letter of Recommendations for Care of Skills Lab Kit and Health Assessment Kit
(#5.03a)

DEAR SUU NURSING STUDENT:

SKILLS LAB KIT
THIS LAB KIT CONTAINS SUPPLIES NEEDED FOR SKILLS YOU WILL BE PERFORMING IN ATTL ACTIVITIES. THE LAB WILL SUPPLY ADDITIONAL EQUIPMENT, AS NEEDED. BE SURE TO PLACE AN IDENTIFICATION MARK ON YOUR KIT, TO AVOID CONFUSION WITH CLASSMATES’ IDENTICAL KIT. WE STRONGLY SUGGEST YOU AVOID LEAVING YOUR KIT IN THE CAR. THE EXTREME WEATHER MAY WARP OR DETERIORATE PLASTIC, LATEX, OR RUBBER IN MANY OF THE SUPPLIES.

GLOVES
UNOPENED GLOVES MAY BE EXCHANGED IN THE LAB FOR CORRECT SIZE.

REPLACING SUPPLIES
AFTER RECEIVING YOUR LAB KIT, CHECK THE SUPPLIES IN THE BAG WITH THE ENCLOSED LIST OF CONTENTS TO DETERMINE IF YOUR KIT IS COMPLETE, NOTIFY THE LAB SPECIALIST IF THERE ARE ANY PROBLEMS. OPEN & EXPLORE PACKAGED SUPPLIES AFTER THE CLINICAL/LAB INSTRUCTOR HAS VERIFIED WHEN NEEDED.

SHARING SUPPLIES
THIS IS YOUR LAB KIT (Course Fees purchased Kit) REMEMBER TO BRING YOUR EQUIPMENT TO THE LAB FOR SKILL PRACTICE. SOME EQUIPMENT IS INTENDED FOR BRINGING TO CLINICAL, AS A PART OF YOUR UNIFORM.

POST EQUIPMENT USE
AFTER PRACTICING OR VALIDATION WITH THE EQUIPMENT IN THE KIT, IT IS YOUR RESPONSIBILITY TO SALVAGE WHATEVER YOU WANT TO RETAIN FOR FURTHER USE AND APPROPRIATELY DISPOSING OF THE REST.

HEALTH ASSESSMENT KIT
THE HEALTH ASSESSMENT KIT TOOLS ARE UTILIZED TO PERFORM PHYSICAL EXAMS AS ASSIGNED. THIS EQUIPMENT IS THE PROPERTY OF THE DEPARTMENT OF NURSING. YOU WILL BE ASSIGNED A KIT WITH 1-2 OTHER CLASSMATES FOR THE SEMESTER. BRING THE KIT TO YOUR HEALTH ASSESSMENT CLASS AND WHEN YOU PRACTICE OR VALIDATE PHYSICAL EXAMS DURING ATTLs. IT MAY BE NEEDED TO COMPLETE ASSIGNMENTS DURING A CLINICAL ROTATION. BE CAUTIOUS WITH EXTREME WEATHER EXPOSURE; AVOID LEAVING IN YOUR CAR. (REPLACEMENT COST OF THE KIT IS $400-$500.)

MALFUNCTIONING OR MISSING EQUIPMENT
CONTACT THE NURSING LAB SPECIALIST OR NURSING DEPARTMENT ADMINISTRATIVE ASSISTANT FOR MALFUNCTIONING OR MISSING EQUIPMENT. THE OTOSCOPE/OPHTALMOSCOPE HANDLE MAY NEED TO BE RECHARGED BY BEING PLUGGED INTO A STANDARD WALL SOCKET ‘OVERNIGHT’.

END OF SEMESTER RETURN
THE HEALTH ASSESSMENT KIT WILL BE CHECKED IN AT THE END OF THE SEMESTER.

SAFETY POINT TO CONSIDER—BOTH KITS: KEEP ALL ITEMS IN A SAFE PLACE, TO AVOID INJURY TO OTHERS UNFAMILIAR WITH THE EQUIPMENT.
SUBJECT: AUTOTUTORIAL LEARNING LAB POLICY

Work Request FORM for Practice Lab Specialist (#5.03b)

Date: ___________________ Date/Time Needed: ___________________
Requested by: __________________ (Person's name)

- Equipment Need:
  - Type ________________________________
    ________________________________
    ________________________________
  Classroom _____ Other Location ________________________________

- Lab Specialist Need:
  ___ Set-up/utilize ATTL Lab for activity ________________________________
    ________________________________
    ________________________________
    ________________________________ #students _____
  ___ Set-up/utilize Validation/Sim Lab for activity ________________________________
    ________________________________
    ________________________________
    ________________________________ #students _____
  ___ Skill Remediation Need for Student ________________________________
    Skill(s): ________________________________
    ________________________________

- Other Requests: ________________________________
    ________________________________
### SUBJECT: AUTOTUTORIAL LEARNING LAB POLICY

<table>
<thead>
<tr>
<th>CRITERIA FOR GRADING</th>
<th>POINTS POSSIBLE</th>
<th>POINTS Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit ATTL Validation Ticket/Prep Activity</td>
<td>Not Applicable</td>
<td></td>
</tr>
</tbody>
</table>

#### A. Incorporates essentials for any procedure

1. Validates orders & reviews pertinent data in patient record (Admission, Hx, Lab Values, Diagnostic tests…)
2. Introduces self & identifies patient
3. Explains procedure
4. Washes hands & takes standard precautions
5. Uses good body mechanics
6. Provides safe & secure environment
7. Provides comfort measures as needed
8. Provides privacy
9. Promotes patient independence
10. Allows personal choices

#### B. Performs Nursing Role

1. General Nursing Role
   a. Professionalism
      i. Prepared & arrives on time (black pen, stethoscope, appropriate clinical reference handbooks…)
      ii. Wears clinical appropriate clothing, hair controlled, no gum. iii. Follows instructions of assignment.
      iv. Collaborates with classmate respectfully, if applicable
   b. Prioritizes assigned activities
   c. Recognizes own errors and corrects them when possible
   d. Communicates effectively with health care team members
      i. Utilizes concise SBAR format when applicable
      ii. Delegates tasks clearly responsibly
   e. Documents assessment findings
   f. Describes procedure, results, & patient tolerance
   g. Documents teaching and patient comprehension
   h. Uses standard medical terminology and appropriate forms, clearly & concisely
   i. Signs charting appropriately

2. Accurately documents
   a. Documents assessment findings
   b. Describes procedure, results, & patient tolerance
   c. Documents teaching and patient comprehension
   d. Uses standard medical terminology and appropriate forms, clearly & concisely
   e. Signs charting appropriately

#### C. Completes Health Assessment

1. Performs overview observations/General Survey, initially, upon entering room
2. Corroborates any clinical signs of abnormal lab values during health assessment
3. Asks focus questions based on scenario & integrates with physical exam
4. Performs techniques of focused physical exam, appropriately, smoothly, & organized, based on scenario. (Vital Signs, Inspect…Palpate…Percuss…Auscultate…)
5. Prior to patient teaching, assesses psychosocial characteristics for readiness to learn

#### D. Performs procedures/skills safely

1. Identifies and performs critical elements of the skill(s) and effectively performs patient/family teaching of the skill, as
2. Utilizes appropriate nursing judgment to modify performance and respond to clinical decision making (problem solving), based on scenario(s). [includes judgment of when to report to clinical instructor, staff, physician regarding pertinent client data or change in health status]
3. Performs skills confidently
   - [SMOOTH, ORGANIZED, TIMELY]
   - Comments:

#### E. Post Validation Assessment/Debriefing

1. Actively involved in post discussion of validation & accepts critique of performance in a professional manner.
2. Completes self-assessment by documenting the following, upon review of videotape:
   a. What did I do well during validation today?
   b. What is confusing or I want to know more about and how will I gain that knowledge?
   c. Describe how you have adjusted your performance behavior from previous validation.

| TOTAL | 100 |
SUBJECT: AUTOTUTORIAL LEARNING LAB POLICY

SUU, Department of Nursing
ATTL

Invasive Procedures Consent Form (#5.03d)

Print Name: _____________________________________________________________

By signing below for a specific type of invasive procedure, I hereby give consent to allow a nursing student (as indicated below) to perform said procedure on me. I hereby release Southern Utah University and its nursing students/faculty from any and all liability resulting from or in any way connected to the specified invasive procedure(s)

[Invasive procedures may include the following: Injections of normal saline by intradermal, subcutaneous, intramuscular routes; intravenous catheter insertion and removal; venipuncture for blood draw; finger stick for blood glucose test and hematocrit.

Type of Invasive Procedure

Signature of Person giving consent__________________________________________

Date of Consent ______________________ Date of Procedure________________________

Witness Signature _______________________________________________________

Type of Invasive Procedure________________________________________________

Signature of Person giving consent__________________________________________

Date of Consent ______________________ Date of Procedure________________________

Witness Signature _______________________________________________________

________________________________________

75
SUBJECT: ACADEMIC ADVISING

Purpose

1. To facilitate student progress in meeting program outcomes and criteria for performance and behavior.

2. To develop retention and remediation plans aimed at reinforcing areas of strength and improving in areas needing development.

3. To provide each student a consistent nursing faculty resource throughout the nursing program.

Process

1. Upon admission to the nursing program each student will be assigned a nursing faculty advisor for the duration of the program.

2. A group meeting will be organized at the beginning of each semester for all students to meet with their advisor.

3. Advisors are available to the students by appointment throughout each semester and students are encouraged to meet with course faculty as needed regarding progress in the program.

4. Unresolved student concerns should be discussed with the department chair by the student and/or the faculty advisor.

5. Students, as well as Faculty have the option to petition for a change in assignment should the need arise. A formal request should be filed with the office manager (see form in the Nursing Program Student Handbook).

Evidence

1. Faculty will maintain a record of advisement sessions held throughout the semester.

2. A copy of the advisement record will be filed in student files at the end of each semester.
SUBJECT: ACHIEVEMENT TESTING

I. PURPOSE: The purpose of this policy is to provide guidelines for incorporation of Achievement Testing into course grades.

II. POLICY: All pre-licensure students will take proctored assessment content area tests as scheduled each semester for which a content test exists. Achievement testing activities will be monitored by course faculty.

III. PROCEDURE:
1. Responsibilities:
   a. In coordination with faculty the Office Manager will determine the places and times of exam administration.
   b. The faculty of the nursing course to which the diagnostic exam is attached will alert the students of the date, time, and place of the proctored exam administration and proctors. Every syllabus will contain a table with level ATI exams.
   c. The Office Manager will arrange for codes to give students access to practice exams.
   d. At the close of the exam, the faculty proctor or course leader will make a report showing the student score of the exam. Reports will be shared with all level faculty and will be attached to the End of Semester Level Report.
   e. To be admitted to the 1st test, students must produce proof that they have taken the online practice examination by bringing a copy of the examination results with at least a 90% score to the testing site.
   f. Students must take all assigned exams by posted deadlines (Table #5.4.1 found on Current Student Resources website).
   g. The 2nd proctored content test will be administered at the end of content and may be used as the course final exam. ATI exams will represent at least 20% of the course grade. (See syllabi for each course for details).

2. Remediation
   a. Remediation is encouraged on all content area tests for all students. Faculty may require remediation as part of requirements to successfully complete a course. Guidelines will be specified in course syllabi.

3. For students taking Level 4 classes, the Comprehensive Predictor will be taken two times in connection with and be applied to the grade for NURS 4555.
   a. See 4555 syllabus for details.

4. Because the faculty believe that achievement testing activities are critical for developing thinking and test taking skills to pass NCLEX, students who miss or are unable to complete assigned tests within the scheduled time frame will be treated as follows:
   a. If students plan an event (wedding, trip, pregnancy delivery date, etc.) during the exam time or were unable to begin or complete the exam because of unexpected injury, illness, or family crisis, the student will be assigned a failure to meet the Level 1 Proficiency score for the assigned test. If the student is late arriving at the testing center they will not be allowed to test and will be assigned a failure to meet the Level 1 Proficiency score for the assigned test.

   b. A pattern of missing exams will be cause for review and possible course failure.

Schedule of Tests by Level

<table>
<thead>
<tr>
<th>Level One</th>
<th>Level Two</th>
<th>Level Three</th>
<th>Level Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N 3140: Foundations</strong></td>
<td><strong>N 3230/3235: Care of Adults</strong></td>
<td><strong>N 4350/55: Community Health Nursing</strong></td>
<td><strong>N 4440 Contemporary Issues</strong></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Fundamentals</td>
<td>Community Health</td>
<td>Critical Thinking Exit Exam</td>
</tr>
<tr>
<td>Entrance Exam</td>
<td>Medical-Surgical</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>N 3130 Fundamentals</strong></td>
<td><strong>N 3240: Mental Health Nursing</strong></td>
<td><strong>N 4330/35: Care of the Family</strong></td>
<td><strong>N 4550/55: Leadership &amp; Management</strong></td>
</tr>
<tr>
<td>Fundamentals</td>
<td>Mental Health</td>
<td>Maternal/Newborn</td>
<td>Comprehensive RN Predictor</td>
</tr>
<tr>
<td><strong>N 3220: Pharmacology &amp;</strong></td>
<td><strong>Therapeutics</strong></td>
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<tr>
<td>Pharmacology</td>
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SOUTHERN UTAH UNIVERSITY
Department of Nursing
Policy and Procedures

Policy # 5.4.2
Date Originated: 4/28/2005
Date Reviewed: 8/20/2008
Date Amended: 1/16/2008

SUBJECT: NCLEX-PN

I. PURPOSE: To provide a process of certification/eligibility for SUU pre-licensure Nursing students who choose to sit for the NCLEX-PN examination after successful completion of level one and level two courses.

II. POLICY:
   a. Students will be eligible to receive their certification to test by an embossed, with the University Seal, and signed Letter of Eligibility after:
      i. Successful completion of level one and level two courses.
      ii. Successful completion of the PN predictor exam with a score of 70% or higher.
   b. Students must be in good standing in the nursing program.
   c. Once level two grades have been posted and the PN predictor exam has been passed, students may request their Letter of Eligibility from the Office Manager.
   d. Students will need to go to the Department of Professional Licensing (DOPL) website (www.dopl.utah.gov) for information about the NCLEX-PN exam.
   e. The PN predictor may be taken twice and only at the pre scheduled days and times.
      i. The predictor can be repeated one time if the 70% benchmark is not reached. The repeat must be taken at the next scheduled test date.
   f. The NCLEX-PN must be taken within two months following the receipt of their Letter of Eligibility.
SUBJECT: CREDIT BY EXAMINATION

I. PURPOSE: The purpose of this policy is to provide guidelines for credit by examination for the RN to BSN student.

II. POLICY: The opportunity to gain credit by examination is offered to the RN to BSN student who meets the following criteria:

1. Verification of clinical practice for an equivalent of three years full time in the past five (5) years in the specialty area of nursing (full time is defined as 1800 hours per year).
2. Documentation that course outcomes have been met and content taught in the course has been acquired through experience and continuing education.

III. PROCEDURE: Individuals who believe they qualify for credit by exam should make an appointment with the Nursing Department Chair to discuss eligibility and start the application process as outlined below.

1. Submit the application for credit by exam to the department chair during summer semester. Credit by exam must be completed prior to the start of spring semester.
2. Applicants who meet the criteria for credit by exam will receive notification of eligibility and will need to schedule an examination date with the department secretary.
3. Cost for credit by exam is $6 per credit plus the cost of course specific exams. The cost of the course specific exam is due on notification of eligibility and prior to taking exam. Once the exam has been passed at the required pass rate, students will take a completed credit by exam form to the cashier’s office and pay the $6 per credit, and bring the form and a copy of their receipt back to the nursing department secretary. Paying of this non-refundable fee does NOT guarantee credit for the class. Credit is based on performance of the exam and completed validation activities.
4. Credit by exam will include a computer assessment exam and a validation of skills activity. You must pass the computer assessment exam prior to completing the validation activity.
   a. Each exam and validation activity is based on knowledge you would gain in the course. Although you will document knowledge through experience and continuing education you have already acquired the knowledge and skills, you are being assessed of your knowledge so study guides are not supplied.
   b. Exams are nationally standardized subject specific tests provided by ATI and are comparable to NCLEX exams. A passing score on these exams is based on a score of one standard deviation or more above the national average for BSN students. The exams are computer based and are normally in multiple-choice format.
   c. Skills validation activities are designed by nursing faculty and based on validation projects designed for students in the specific courses. Validation activities require you to use knowledge and skills from the course. They must be passed at 75% or better.
5. Passing level for test scores will vary with each exam as noted below.
6. The following nursing courses are offered for credit by exam.
   a. NURS 4551/4556 Leadership and Management in Nursing/Clinical (80%).
7. The validation of skills activity is to be submitted to the assigned faculty member 90 days from the date the computer assessment exam was successfully passed or before the start of Spring semester, whichever comes first.
SUBJECT: READINGS AND CONFERENCES DEFINITIONS AND PROCEDURES

Definition: Individual guided reading and discussions of topics in nursing for the RN to BSN student. This optional, 1 to 3 credit, course is arranged by contract, listed in the official catalog and needs department permission to register.

Description: Students arrange Readings and Conferences through the Nursing Department. Students complete a Permission Add Form (located in the nursing department or the Registrar’s Office), including the number of credits they want to attempt (1 to 3 credits) and attain the Admission’s Administrative Assistant signature of approval. Students take the completed and signed permission form to the registrar’s office to add the class to their schedule. The Department Chair will assign a faculty to teach the Readings and Conferences course within the faculty workload guidelines of SUU policy 6.27. A learning contract (attached) is developed by the student and approved by the faculty member assigned.

Procedure for the Readings and Conferences Learning Contract:

1. TO GRADUATE WITH A BACCALAUREATE DEGREE, the RN-BSN student needs a minimum of 120 credits with 40 of those credits being upper division courses. This means that 9 credit hours of non-nursing coursework in the upper division category (3000-4000 level) must be taken. If a student desires to complete any Readings and Conferences credit hours to complete some of the 9 credit hours of coursework in the upper division category (3000-400 level) the student will obtain an add form for the desired credits.

2. The student will then take the signed add form to the registrar’s office to register for the class.

3. The student will pay the course fees after registration takes place.

4. Upon adding the Readings and Conferences credit(s), students will obtain and complete a learning contract and submit the completed contract to the assigned faculty member.

5. The assigned faculty member will: (1) work with the student to develop an approved contract, (2) Both student and faculty will sign the contract and both will keep one copy of signed contract.

6. The student has one semester to complete the course.

7. The student will receive a pass or fail for this course, not a letter grade.
SUBJECT: SAFE/PROFESSIONAL PRACTICE POLICY

I. PURPOSE: The student will demonstrate professionalism and safe practice at all times while in the Nursing Program.

II. POLICY: Any behaviors inconsistent with this expectation will be documented, discussed with the student, and remain a part of the student’s performance record throughout the nursing program.

A. Unacceptable behaviors may be classified as unprofessional/unsafe or critical unprofessional/unsafe.

B. Unprofessional/Unsafe behaviors will have a point value attached to them. An accumulation of 4 points will result in a full review of the student’s performance record by the Review Panel and may result in action affecting the students’ standing in the program.

C. UNPROFESSIONAL/UNSAFE PRACTICES - The following behaviors are considered Unprofessional/Unsafe. Each incident will be assigned 1 point.

1. Failure to meet the client and gather assessment data early in clinical experience.
2. Failure to complete assigned clinical preparation assignments, such as drug cards, forms and equipment.
3. Failure to call appropriate faculty/staff/preceptor or unit at least one hour PRIOR to assigned time of arrival for illness or tardiness.
4. Unexcused absence (no call to supervising faculty member, no show, leaving assigned area without proper communication with instructor/staff).
5. Inadequate knowledge before initiating care of treatment, medications, or plan of care.
6. Drug error.
7. Treatment error.
8. Error prevented from occurring by faculty or staff intervention (Note: The student is not in error when consulting with faculty regarding dosage calculations or clinical judgments prior to initiation).
9. Communication with staff, faculty, fellow students, or clients that is disrespectful or otherwise unprofessional.
10. Inappropriate dress and/or incomplete or inappropriate equipment.
11. Any behavior deemed Unprofessional/Unsafe by the supervising faculty member or course faculty.
12. Tardiness.
13. Inappropriate use of clinical time.
14. Lack of proper documentation (including immunizations, CPR, NSNA membership, Forms, etc.) that are or will expire at any time during the current semester up to and including the last day of classes must be brought current and documentation provided to the office manager. The only exception is immunizations that are on a schedule i.e. Hep-B. It is the student’s responsibility to update their file and provide documentation to the office manager.
   a. The supervising faculty member may send the student home or to the ATTL Lab for any of the above behaviors, particularly if client care or safety is compromised. If it becomes necessary to dismiss the student from the clinical setting for the day, an additional point will be assigned and clinical hours must be made up.
SUBJECT: SAFE/PROFESSIONAL PRACTICE POLICY

b. Supervising faculty members meet with the student to complete the Occurrence Report as soon as feasibly possible after the incident has occurred (preferably on the day of the incident). The course faculty will meet with the student regarding the incident within 1 week unless it is the student’s 4th point and then the meeting should occur the next business day with the course faculty or another level faculty.

c. The student, supervising faculty member and course faculty should all provide written comments on the Occurrence Report or document “no comment”. The level faculty will determine an appropriate action, related to the Unprofessional/Unsafe behavior demonstrated by the student. If student refuses to sign, the issue will be taken to the Department Chair.

d. All Unprofessional/Unsafe incidents will be recorded and kept on file. Records must be maintained throughout the remainder of clinical experiences for each student. Incidences are not confined to one course but are considered cumulative in evaluating the student’s overall clinical performance.

e. Accrued clinical points will remain in effect on return of out-of-sequence students; the cumulative total will be carried throughout progression of program of study.

D. CRITICAL UNPROFESSIONAL/UNSAFE PRACTICES - The following behaviors are considered critical Unprofessional/Unsafe behaviors and can potentially place the client, self, or others in immediate danger. An incident involving any of these behaviors will result in consequences from the specific policy violated or result in immediate full clinical review from the clinical review panel and MAY result in termination from the nursing program.

1. Any life-threatening error or action by the student to client, staff, faculty, or others.

2. Implementing any action that is in violation of the course, school, or agency HIPAA policy (See Section 4 in Student Handbook http://www.suu.edu/sci/nursing/handbook/section4.html).

3. Impaired Performance regardless of cause including; drugs, chemicals, sleep deprivation or stress.

E. CLINICAL REVIEW PANEL - The Clinical Review Panel consists of another level student, Office Manager and one other faculty member from a different level or clinical associate designated by the Department Chair that is not assigned to the clinical course. The student will not be able to participate in further clinical activities until the Panel has made a recommendation and course faculty has made a final decision. The panel may call in the student and/or faculty member involved when considering concerns.

1. The panel will make one of the following recommendations to the course faculty:
   a. Remediation.
   b. Assign course failure(s).
   c. Dismissal of student and possible termination of student from the program.

2. The level work group, with a student representative, will make the final decision regarding student progression based on recommendations of the Clinical Review Panel committee.

F. EVALUATION OF CLINICAL PROGRESSION - If a student’s performance is consistently below expected level, although points may not have accrued under the Practice Policy, the student will participate in an evaluation conference with the course faculty.
SUBJECT: STUDENT PROGRESSION IN NURSING PROGRAM

I. PURPOSE: The purpose of this policy is to provide guidelines for successful progression of students through the nursing program.

II. POLICY: It is the policy of the Department of Nursing that successful progression in the program requires a consistent demonstration of ability to master professional skills, apply these skills in clinical practice, and to adhere to professional nursing ethics and values.

1. The faculty members believe students’ mastery of the major concepts, frameworks, processes, and thinking abilities identified in the curriculum will demonstrate that students are qualified to practice as a professional baccalaureate nurse.

2. A variety of assessment and validation methods will help students, the faculty, and outside mentors determine their consistency in meeting the ability based outcomes of the program.

REFERENCES: SUU Policies and Procedures, 6.13, Grading
SUU Policies and Procedures, 6.19, Grade Appeal
SUU Policies and Procedures, 6.31, Academic Standards
SUU Policies and Procedures, 11.2, Student responsibilities and rights
SUU Policies and Procedures, 11.4, Student Complaints
SUU Department of Nursing Policies and Procedures, 5.4.1, Achievement Testing

III. DEFINITIONS:

1. **Assessment** is defined as a student activity that provides information for analyzing and evaluating student’s progress towards meeting course and program outcomes.
   a. Analysis of information is completed by faculty members, students, peers, and at times, an external evaluator.
   b. After analysis, plans are made for improvement in subsequent assessments.

2. **Validation** is defined as a student activity that judges the competency of the student to meet the standards and criteria for course and program outcomes.
   a. Validation judgments will be made by faculty members and professional staff.
   b. Some validation activities will require self and peer judgments.

IV. PROGRESSION GUIDELINES:

1. To progress in the program, students must maintain a semester grade point average of B- (GPA 2.70 on a 4.0 scale) each semester enrolled and achieve a minimum of a C (2.00) in each required nursing course.

   a. **If a student is not progressing in a clinical course:**
      1. If a student’s clinical performance is consistently below expected level, although points may not have accrued under the Clinical Practice Policy, the student will participate in an evaluation conference with the course faculty or level faculty.
      2. Student’s progression in the clinical course may be halted before the student enters the clinical setting if course faculty members deem the student’s performance as unsafe in the ATTL.
      3. Course faculty may assign a course grade based on evidence of clinical performance including ATTL Validations, observation of student in ATTL practice lab, Clinical Evaluation Forms, and clinical faculty input.
      4. If the student fails the clinical course they follow the procedure as outlined in policy; IV.1.b.
SUBJECT: STUDENT PROGRESSION IN NURSING PROGRAM

b. If a student does not achieve a semester GPA of B- (2.70) or if a student receives less than a C (2.00) in a nursing class, and it is the first occurrence. The student will fail and can retake course, if it is a clinical course, student will need to wait for space to become available, before they can retake failed clinical course.
   1. RN to BSN students will be required to wait for the next RN to BSN class.
   2. Students may repeat a nursing course only once.
   3. Costs incurred by fulfilling the requirements are the responsibility of the student.

c. If a student is unsuccessful in the same or an additional course with the NURS prefix (in the same semester or later semesters) and it is the second occurrence:
   1. The student will be terminated from the nursing program.

d. Withdrawal from nursing classes
   1. A pattern of withdrawal from nursing courses will affect a student’s eligibility to progress in the nursing program.
   2. Withdrawal is to be negotiated with the course faculty and student’s advisor.
   3. The academic calendar identifies the last day to drop a course.
   4. Withdrawal by a student who is not meeting course outcomes at the time of withdrawal will be interpreted as an unsuccessful course completion and will be handled as such.
   5. All prerequisites or co-requisites must be successfully completed prior to progression to any course scheduled in subsequent semesters.
   6. If a course in which the student was unsuccessful is a prerequisite or co-requisite to other nursing courses, as identified in the current catalog, the student will not be allowed to progress. All courses designated as part of a level must be successfully completed before taking any courses on a subsequent level.
   7. Students who withdraw voluntarily and if a student who has withdrawn wants to be readmitted to the nursing program, they must complete the form in Appendix B and submit it to the Office Manager in the Department of Nursing Office. Application does not guarantee re-admission.

2. Readmission policy for the Nursing Program is as follows:
   a. Consideration for readmission is based on the current application standards, and made by the Admissions and Advancement Committee on a space available basis, all decisions are final.
   b. Each case is considered individually and students are not guaranteed readmission.
   c. Readmission to a specific level of the nursing program is granted one time only.
   d. The Pre-licensure program must be completed within five years of official acceptance to the program including withdrawals or readmission.
   e. The RN to BSN program must be completed within three years of official acceptance to the program including withdrawals or readmission.

3. If terminated from the program, students will not be readmitted.
SUBJECT: ACADEMIC INTEGRITY

I. PURPOSE: The purpose of this policy is to demonstrate the Department of Nursing’s concern with academic integrity and to guarantee a fair procedure for resolving complaints of academic dishonesty.

II. POLICY: Academic integrity requires that all academic work be wholly the product of the submitting individual or individuals. Scholastic dishonesty will not be tolerated. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty.

a. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged.

b. Expectations of faculty members:

   i. Faculty members help promote academic integrity by making clear on their syllabi all expectations concerning homework assignments, collaborative student efforts, research papers, examinations, etc.

   ii. Efforts will be made to detect and to prevent cheating and plagiarism in all academic assignments.

   iii. If faculty members have evidence of academic dishonesty, they are expected to deal with evidence promptly and report such actions promptly to the department chair.

c. Expectations of Students:

   i. Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course.

   ii. Students are also expected to report incidents of academic dishonesty to the instructor.

REFERENCES: SUU Policies and Procedures, 11.2, Student Responsibilities and Rights

III. Violations of Academic Integrity

a. The various ways in which academic honesty can be violated are discussed below. The comments and examples within each section provide explanations and illustrative material, but do not necessarily exhaust the scope of these violations.

   i. CHEATING

      1. Cheating is the use of inappropriate and/or unacknowledged materials, information, or study aids in any academic exercise.

      2. The use of books, notes, calculators, computers, cell phones, and conversation with others is restricted or forbidden in certain academic exercises. Their use in these cases constitutes cheating.

      3. Similarly, students must not request others (including commercial term paper companies) to conduct research or prepare any work for them.

      4. Students may submit work or portions thereof for credit only once without prior approval of the instructor.

   ii. FABRICATION

      1. Fabrication is the falsification or invention of any information or citation in an academic exercise.

      2. Lying is any action of deceit, deception or fraud.
SUBJECT: ACADEMIC INTEGRITY

iii. Facilitating Academic Dishonesty

1. Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are violating academic integrity.

2. Such students are as guilty of intellectual dishonesty as the student who receives the material even though they may not themselves benefit academically from that dishonesty.

iv. Plagiarism

1. Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise.

2. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote (see APA publication guide).

3. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference.

4. Information which is common knowledge such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged.

5. Any questions about what constitutes plagiarism should be discussed with the faculty member.

v. Denying others access to information or material

1. It is a violation of academic integrity to deny others access to scholarly resources, or to deliberately impede the progress of another student or scholar. Examples of offenses of this type include: giving other students false or misleading information; making library material unavailable to others by stealing or defacing books or journals, or by deliberately misplacing or destroying reserve materials; or altering computer files that belong to another.

IV. PROCEDURE:

a. Minor violations may occur because of inexperience or lack of knowledge of principles of academic integrity on the part of persons committing the violation. These violations are likely to involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment.

i. The following are examples:

1. Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.

2. Working with another student on a laboratory or other homework assignment when such work is prohibited.

3. Failure to footnote or give proper acknowledgment in an extremely limited section of an assignment.

ii. Possible sanctions for minor violations are listed below; one of these may be chosen in each case:
SUBJECT: ACADEMIC INTEGRITY

1. Assigning of a paper or research project on a relevant topic.
2. Assigning of a make-up assignment at a more difficult level than the original assignment.
3. Not giving credit for the original assignment.

iii. Records of students who commit minor offenses will be maintained in the student’s file.

b. Major violations are those that include dishonesty that affects a major or essential portion of work done to meet course requirements, or involves premeditation, or is preceded by one or more academic integrity violations.

i. Examples include:
   1. Copying on unit tests or final examinations.
   2. Plagiarizing major portions of a written assignment.
   3. Acting to facilitate copying during an exam.
   4. Using prohibited materials, e.g., books, notes, or calculators during an examination.
   5. Collaborating before an exam to develop methods of exchanging information and implementation thereof.
   6. Altering examinations for the purposes of re-grading.
   7. Acquiring or distributing an examination from unauthorized sources prior to the examination.
   8. Presenting the work of another as one's own.
   9. Using purchased term paper or other materials.
   10. Removing posted or reserved material, or preventing other students from having access to it.
   11. Fabricating data by inventing or deliberately altering material (this includes lying about clinical experience hours).

ii. Possible Sanctions for major violations are listed below; one of these may be chosen in each case:
   1. A failing grade on exam or other works.
   2. Removal from the nursing program.

iii. Major offenses will be maintained in the student’s file.

V. Consequences of Violating the Academic Integrity Policy

a. Students committing acts of academic dishonesty not only face university censure but run a serious risk of harming their future educational and employment opportunities. In addition to the notation for a specific sanction placed on the student's transcript and which remains for the term of the sanction, prospective employers and other educational institutions frequently use recommendation forms that ask for judgment and comment on an individual's moral or ethical behavior.

b. Except in cases of major offenses, responding to academic dishonesty is the responsibility of the instructor of the course in which the violation occurs. If a student is found responsible for academic dishonesty, the student may be dismissed from the class and may receive a failing grade. Other penalties may include suspension or expulsion from school. Such transgressions become part of the student’s permanent University record.
S U B J E C T :  G R A D E S

Grades
Grades for all courses are determined in accordance with the policy of the Department of Nursing. Final percentages of validation activities may be calculated and converted into whole numbers using the rounding rule of rounding up for 0.5 or more and rounding down for less than 0.5. Grades will be determined using the following grading scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-83%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>74-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-73%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>64-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-63%</td>
<td>D-</td>
</tr>
<tr>
<td>59-below</td>
<td>F</td>
</tr>
</tbody>
</table>

A cumulative score of 74% or higher (C or better) is needed to successfully complete nursing courses with a passing grade. In addition, the lab and clinical portion of the course must be successfully passed.

Failure to meet the performance criteria for the auto-tutorial lab and clinical components of any course will constitute unsuccessful course completion (failure) of the course and will result in an “F” regardless of percentages or grades on theory assessment and validation activities.

Inability to pass at the designated level the ATI Comprehensive Predictor while enrolled in the NURS 4555 course will result in an “I” (incomplete-see SUU policy) until satisfactory remediation has been accomplished, documented and approved by the NURS 4555 faculty member who will convert the “I” to the earned grade (see incomplete contract form).

Releasing grades
Grades or other information concerning academic progress or standing cannot be released to any party by anyone other than the faculty and/or department chair. Support staff cannot release grades or other information about your progress in the nursing program.
SUBJECT: Late Assignments

Late Assignments
Papers/assignments are due at the time designated by faculty. If you know you will miss a class in advance of the due date submit materials early or ask a colleague to submit on the due date. With unforeseen circumstances, you may not be able to submit an assignment on the designated due date. It is your responsibility to notify the instructor and negotiate a reasonable alternate due date. Faculty members retain the option of not accepting late papers/assignments and may deduct points for late work. Individual faculty maintains final determination in situations related to late work.
SUBJECT: Make-up Work

Make-up Work

Clinical: All missed clinical experiences must be made up. Individual clinical faculty will schedule the necessary times and experiences. At no time are students to complete a clinical experience without the knowledge and supervision of clinical faculty.

Theory: Make-up work for extra credit or in place of missed assignments for theory classes WILL NOT BE PROVIDED.
SUBJECT: ADA Statement

ADA Statement

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206 F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.
SUBJECT: RN to BSN Pre-Requisite Policy

Policy: RN to BSN students must complete an additional nine (9) Upper Division Credit Hours, totaling forty (40) Upper Division Credit Hours to graduate with a baccalaureate degree (31 Nursing major credits and 9 additional). There should be no more than five (5) upper division credit hours of the nine (9) in one discipline (i.e.: all nine cannot be in Biology).

Upper Division Credit hours are defined as any 300, 400, 3000, or 4000 level course (i.e.: NURS 4361).

Policy: MATH 1040, Statistics, will be considered as a general education course rule where it doesn’t expire. MATH 1040, Statistics, must be completed before any student can start in the RN to BSN program.
SUBJECT: UNIFORM AND APPEARANCE

I. PURPOSE: The purpose of this policy is to provide guidelines and expectations of Uniform and Appearance requirements.

II. POLICY: All pre-licensure students are required to purchase the regulation uniform and patch from the selected vendor. The Department of Nursing patch must be worn on the LEFT Center of Sleeve of the uniform and the left center of sleeve of the white lab coat. All students are also required to wear a photo name badge which will state their first name followed by Student Nurse, Southern Utah University; this badge will be provided by the nursing department. It must be worn AT ALL TIMES YOU ARE IN A CLINICAL AREA.

III. PROCEDURE: The uniform is a tan/putty-colored top and burgundy/wine-colored scrub pants. A white lab coat is also required. The uniform will be purchased from a faculty-selected vendor at their website, information on how to order will be distributed at Level 1 orientation. The white lab coat may be purchased from any vendor.

Shoes must be white leather or white leather-type; they cannot be nylon and should be free from any color. Students are allowed to wear black, white, tan, or maroon-colored turtlenecks or tees under their uniforms if desired. Depending on the clinical site, uniforms, or a white lab coat, must be worn whenever in the clinical area, community clinical site, and the day before your clinical when you are picking up patient assignments. Additional patches are available for purchase during orientation or in the Nursing Department Office.

A. RN to BSN students are not required to purchase clinical uniforms from the department-selected vendor, but must wear a solid-color uniform of a similar-style and same-colors of the designated uniform with the above described patch on the left shoulder and student name badge with RN to BSN as the current level.

B. APPEARANCE - You will be expected to dress and act professionally at all times when in the clinical area. Uniforms must be clean and neat. No body piercing besides earrings are allowed, and artificial nails are prohibited as they harbor bacteria. Institutional requirements for specific clinical agencies that may further define dress codes will be adhered to in those institutions; such as hair pulled back from face, tattoos covered, etc.
SUBJECT: STUDENT CONDUCT

Student Conduct

Professional requirements and responsibilities are dictated to you not just as a student at SUU but also as a member of the nursing community. This puts an added responsibility on you to be familiar with the ethical and legal requirements and responsibilities addressed by SUU and by the nursing profession. The following links will provide you with the information you need to function ethically and legally in both roles. SUU General Catalog (www.suu.edu/academics/catalog) SUU Student Handbook, which is a publication of student government. (NSNA code www.nsna.org; ANA code www.nursingworld.org; Utah Nurse Practice Act www.dopl.utah.gov ).
SUBJECT: STUDENT MISCONDUCT

Student Misconduct

Student misconduct can result in suspension or dismissal from the SUU Department of Nursing program. Suspensions will be based on unsafe and/or unprofessional conduct. In addition to the observation of misconduct relative to the University Student Code, students in the department of nursing must act in a safe and professional manner. Unsafe or unprofessional behavior in clinical or classroom areas may be grounds for immediate suspension or dismissal from the nursing class or clinical, regardless of previous academic or clinical performance as described in the department General Professional Behaviors and Clinical Professional Behaviors.
SUBJECT: Due Process

Due Process (See SUU Policies 6.19, 11.2, 11.4 at www.suu.edu/pub/policies/)  
Due process is a system of rules and guidelines designed to achieve fair and reasonable resolution to a dispute. Southern Utah University has developed procedures that apply to all disputes involving or regarding students. Problem resolution precedes due process. It is always preferable to resolve differences through informal means when possible before resorting to due process procedures. Informal resolution means going directly to the person with whom you have a conflict to work things out between the parties involved. The next phase of informal resolution will involve the immediate supervisor (department chair) to assist in resolution by functioning as an intermediary. If the problem cannot be resolved through these informal means, refer to the university due process policy for specific steps.
SUBJECT: ACTIONS PENDING UNDER AN LPN OR RN LICENSE

Actions Pending Under an LPN or RN License

The State Boards of Nursing have final jurisdiction over LPN and RN licensure. Students are responsible for all interactions with state departments regulating RN and LPN licensure. For students entering the program with an LPN or RN license, the SUU Nursing department will be guided by disciplinary decisions of licensure regulating bodies. Any student holding an LPN or RN license who is under review for any reason should notify the nursing department chair of such action immediately. Subsequently, the chair is to be informed of progress toward resolution.
SUBJECT: STUDENT NURSE ASSOCIATION REQUIREMENT

The purpose of the SUU Student Nurse Association (SNA) is to provide students a forum for developing the roles and responsibilities of professional nurses.

Southern Utah University Student Nurses’ Association (SUU/SNA)

The SUU/SNA provides an opportunity for professional growth and development. The purposes of the organization include the following:

- Contribute ideas to nursing education,
- Encourage communication between nursing students at SUU and other students in the state and nation
- Provide programs representative of current professional interests and concerns, and
- Keep members updated on legislative issues.

The SUU/SNA also provides an interface with other SUU student activities on campus www.suu.edu/suusa/.

The Southern Utah University Student Nurses’ Association is a chapter of the Utah and the National Student Nurses Associations. This organization represents all students majoring in nursing. The organization has elected officials and is advised by a designated faculty member. SUU/SNA is a chartered organization on the SUU campus. See Appendix D for SUU/SNA By-Laws.

It is a program requirement that all pre-licensure students join the SUUSNA and NSNA, annually. There is a fee associated with membership; dues are your responsibility. www.nsnamembership.org.

It is a program requirement that all RN to BSN students must join a professional nursing organization, providing a copy of membership to Office Manager prior to Fall semester.
SUBJECT: STUDENT OFFICERS AND REPRESENTATIVES

Selection of Student Officers and Representatives

Class Officers
Class officers are elected as part of the NURS 3140 or NURS 3141 course. Each class will determine the officers needed and conduct elections under the direction of faculty teaching the course. Those officers will stand throughout the program. When vacancies occur, replacement elections are conducted as needed.

SUU/SNA Officers
SUU/SNA officers are nominated and elected by class vote. Each level has representation with a class-designated officer on the SNA Board.

Level 3 Student Representative serves as the SUUSNA President.

Level 4 Student Representative serves as the SUUSNA Past President.

Level 2 Student Representative serves as the SUUSNA President Elect

Level 1 Student Representative serves as representation.

All other officers are elected from Levels two and three as constituted.

These officers serve one semester as designated above. Assignments change on a rotating basis as students’ progress through each semester.

Selection of Students to Faculty Councils and Committees
Student representation to faculty organization councils are chosen at the same time as class officers. Membership on faculty organization councils is as follows:

Faculty Meetings: President of SUU/SNA and Presidents of each class organization (or president’s designee) are student representatives for faculty meetings.
SUBJECT: REQUIRED STUDENT DOCUMENTATION

Documentation of Membership in a Professional Nursing Organization
As a means of demonstrating commitment to the profession, documentation of membership is due with your nursing packet. Documentation must show current membership throughout the program. Pre-licensure students need to join the National Student Nurses Association (NSNA) and the SUU Student Nurse Association (SUU SNA) for two years. RN to BSN students can join any professional nursing organization as long as their membership remains current through May of the year they are graduating.

Self-disclosure Health Record
Students are required to provide documentation of personal health history and current health status.

Documentation of Immunization and TB testing
As a patient care provider, you are required to remain current with yearly TB test (initial test must be a two-step) or x-rays as recommended by health care provider and Tetanus, Diphtheria, Pertussis (Tdap), measles/mumps/rubella, and Hepatitis B immunizations. Documentation will be maintained in the nursing program files. Immunizations are available at the Southwest Utah Public Health Department Immunization Clinic or from your private health care provider.

Documentation of Basic Life Support for Health Care Provider (BLS)
To stay in compliance with clinical agency requirements, you are required to have current American Heart Association BLS for HCP certification on file in the department office.

Documentation of OSHA and Department of Nursing Exposure Control Plan
Before participating in procedures involving any risk of exposure to body secretions; and every semester you will receive training in OSHA exposure control guidelines and will be oriented to the department exposure control plan. Documentation of annual training will be maintained in nursing program files.

Documentation of Drug Screen
To stay in compliance with clinical agency requirements, students are required to participate in random drug screening.

Documentation of Background Check
To stay in compliance with clinical agency requirements, students are required to have approved background checks on file in the nursing office.

Documentation of Health Insurance Coverage
To stay in compliance with clinical agency requirements, students are required to provide proof of appropriate insurance coverage or a notarized waiver form must be completed.

Documentation of Health Insurance Portability and Accountability Act (HIPAA)
An important part of nursing ethics is maintaining the client’s confidentiality. We will help you meet HIPPA training requirements of the clinical agency. Faculty will not accept written work containing full client name; client problems must not be discussed with family, friends, or others outside of the clinical setting and in the provision of care. Appropriate discussion of client cases and problems may occur in specialized settings as, for example, pre- and post-conferences without disclosing names. If confidentiality is violated, the student violating the confidence will be subject to disciplinary action. Obligation of the student to maintain confidentiality continues after completion of the program.

Tuition
Students must have proof of tuition payment (in full or payment plan implemented) prior to beginning any clinical courses.
SOUTHERN UTAH UNIVERSITY
Department of Nursing
Policy and Procedures

Policy # 4.41
Date Originated: 5/7/2007
Date Reviewed: 8/10/2010
Date Approved: 8/10/2010

SUBJECT: LICENSURE PREPARATION

Graduation from the SUU nursing program is not a guarantee of licensure. Meeting all licensure requirements, completing application and passing NCLEX-RN is your responsibility. However, faculty will help you prepare to be successful.
SUBJECT: REQUEST FOR STUDENT VOLUNTEERS

Requests for Student Volunteers

When clinical agencies or other parties request student volunteers to assist with community events, independent of faculty coordinated events, students do not participate as representatives of the SUU Department of Nursing and should not wear clinical badges or SUU student uniforms. All liability is assumed by the clinical agency or community group, not by the university. When participation is planned and supervised by faculty as part of learning experiences, students represent the department and are covered by university policies and malpractice insurance.
SUBJECT: CLINICAL FACULTY TO STUDENT RATIOS

Clinical faculty to student ratios

Clinical faculty-to-student ratios are guided by concerns for student and patient safety. Clinical faculty-to-student ratios are maintained in accordance with state regulatory and/or agency guidelines. Utah State Board of Nursing guidelines for direct clinical supervision of students impose maximum student-to-faculty ratios in acute care settings as one faculty to 10 students; though individual agencies may impose lower ratios. Clinical groups, with the following exceptions, are to have no more than 10 students to one faculty member:

- RN to BSN student clinical supervision not to exceed one faculty to 15 students.
- Supervision of preceptorship students not to exceed one faculty to 15 students.
- Supervision of community-based students not to exceed one faculty to 15 students.
SUBJECT: Liability Insurance

Liability Insurance
Liability insurance is provided by SUU only for students officially enrolled in courses. Students are not allowed to function as a student nurse in any clinical setting if you are not officially enrolled in the nursing course without clinical faculty present or available to monitor your clinical practice. Students should never present themself as a student nurse without the knowledge of a clinical faculty member.
SUBJECT: General Statement of Risks

General Statement of Risks

You are expected to manage your own transportation and assume your own risks when traveling to and from class, labs, or clinical experiences and when performing duties in class, labs, or clinical experiences. There are inherent risks involved in travel and in lab and clinical experiences. The most obvious risks are accidents, contracting infections or other communicable diseases or workplace violence. Please take precautions to prevent accidents, infections and violence.
SUBJECT: Safety in the lab, classroom and clinical

Safety in the lab and classroom and clinical

You will be advised about specific safety measures for labs and clinical experiences. You are then responsible to apply the guidelines for safety in the labs, classrooms and clinical agencies. Faculty will monitor your behavior to assure compliance with the guidelines.
SUBJECT: Inclement Weather Attendance Policy for Class and Clinical

Inlement Weather Attendance Policy for Class and Clinical

**Class Attendance:** During inclement weather, faculty members will proceed with classroom instruction unless Southern Utah University is closed.

**Clinical Attendance:** Clinical will proceed during inclement weather unless the roads are closed by local authorities. However, if you feel unsafe in commuting to a clinical site, we urge you to use your best judgment in making a decision regarding your personal safety. If you do not attend a regularly scheduled clinical due to inclement weather you may be required to make-up the time at a later date. If for any reason you cannot make it to a clinical experience you MUST notify the instructor AND the appropriate personnel at the clinical site.

*If faculty cancels a scheduled event; students and Department Chair need to be notified as soon as the decision is made. Ideally at least two hours before the scheduled event.*
SUBJECT: Emergency Response Plan

Emergency response plan
You should be prepared to cope with hazards and disasters that may arise that have the potential to interfere with university function. In reporting an emergency, using a campus phone, dial 9-911, being aware that telephone lines may be damaged or overloaded. If you make contact, please stay on the line to present all necessary information to the dispatcher. Before taking any action, ensure you are not endangering yourself. Do not jeopardize your life or the lives of others in attempting to save personal or university property. Specific instructions for a variety of emergency situations are provided in the following link.
SUBJECT: Photographs, Audio Recordings, and Written Material in Classrooms, Labs and Clinical Agencies

Photographs, Audio Recordings, and Written Material in Classrooms, Labs and Clinical Agencies

Release forms (see Appendix B) must be signed prior to taking photographs, using any form of technology (camera, video, digital images, cell-phone cameras, etc.) of faculty, students, staff, clinical personnel, or clients. Audio and/or video recordings require signed release forms prior to such recordings being made. Students or faculty must not copy any documents from clinical agencies. Student work may not be copied or publicly displayed without written permission by the student. Patient information must not be obtained/stored using any technology.
SUBJECT: Donations and Fundraising

Donations and Fundraising

Students requesting donations for class or student activities will coordinate through the Faculty and Office Manager for approval. Student Affairs Council will coordinate any monetary donations/gifts in excess of $1,000.00 through the SUU Development Office.
SUBJECT: Curriculum Tools

Criteria for Determining the Credibility of Evidence in Nursing
Critiquing Evidence:

1. Critique of Scientific Merit
   a. Strength of the study design—studies that use random designs are usually the best evidence.
   b. Representative of patients/clients—you must ask “Are the clients in the study similar to the ones cared for in my practice?” If the answer is “no” then the study is less credible for your situation but may be very valuable for other situations.
   c. Are there other studies or pieces of evidence that have the same findings? If the answer is “yes” then all of the evidence has more credibility.
   d. Credibility of the experts, authors, or researchers—do they have appropriate educational experience and credentials?

2. Critique of Applicability
   a. Problem studied—does article or study address the current clinical problem/concern you or your facility is concerned about? Sometimes this is a trick question because you may not find any evidence that is directly related to the problem you are researching so you must find related evidence.
   b. Are there any doubts that the intervention led to the outcomes? Unless the study has a lot of controls in place, it is hard to relate an outcome to an intervention - so don’t just take the researcher or author’s word that the intervention was what caused the outcome.
   c. Would the new way of doing things be useful based on risk/benefits to clients/patient - is the new way safer than the old way and is the cost worth making a change?

3. Critique of Findings
   a. Which findings are supported by more than one piece of evidence?
   b. Which evidence is based on patients/setting similar to yours?
   c. Which findings do you feel confident are supported by the evidence?

4. Making a decision about whether to change practice
   a. What would I change in practice if I used the credible new evidence?
   b. What degree of change would be needed—small medium or large. Does the system have the resources and will to make a large change?
   c. Is there a risk or burden involved in making this change for the patients, staff and/or system?
   d. Is the change feasible in terms of resources and economics? If not, why?
   e. If I make the change, what will happen to patients? What will be an expected patient outcome?
SUBJECT: Curriculum Tools

Standard Criteria for Student Performance

The nursing curriculum is abilities based, which means faculty members expect a certain level of analysis, critical thinking, and problem-solving as a foundation for your performance. The following standard criteria for professional and academic performance are essential to your success in the program. Faculty members expect these criteria will be routinely met.

**Writing** You need to follow these general writing criteria for all writing assignments:

1. Follow directions of faculty for individual writing assignments.
2. Use word choice, style and tone to show awareness of audience’s knowledge, values, need for clarity, right to opinions, and expectations of interest.
3. Use Standard English forms of grammar, spelling, and syntax and appropriate conventions of format (APA for formal/structured papers unless otherwise indicated).
4. Use purposeful structure (usually introduction, development, and conclusion unless otherwise indicated) and provide focus for main points with major and minor connections.
5. Provide appropriate content as described by faculty, support for position and development of an idea.
6. Provide appropriate attribution of all sources both quoted and paraphrased.

**Speaking** You need to follow these general criteria for speaking for all oral presentations:

1. Connect with audience by speaking clearly without over-reliance on script or memorized input.
2. Establish and maintain context by clearly articulating relationships between ideas and concepts from nursing frameworks and from personal thinking.
3. Word choice, tone and style reflect awareness and respect of the audience’s knowledge, values, need for clarity and their right to an opinion.
4. Delivery is effective because speaker projects voice with adequate volume, clearly articulates, has vocal variety, uses gestures and body language appropriately, makes eye contact and projects interest in topic and audience.

**Listening:** In order to respond analytically as you progress in the nursing program you need to demonstrate the following abilities in listening:

1. Relate your previous experiences and knowledge to the speaker’s content and synthesizes the presented information with previous knowledge.
2. Analyze the simple and complex relationships being presented by relating the main points to basic concepts of nursing, and by comparing your own assumptions and perspectives to the speaker’s.

**Reading:** In order to respond analytically as you progress in the nursing program you need to demonstrate the following abilities in reading:

1. Relate previous experience and knowledge to what you are reading and synthesize with the information provided.
2. Analyze the simple and complex relationships within the reading by relating main points of the reading to basic concepts of nursing and comparing your own assumptions and perspectives to the author’s.

**Self-Assessment:** In order to gain insight and promote your personal growth in all aspects of the professional nursing role, you need to judge your performances and plan for remediation. Self-assessment is integrated in all nursing courses as a way to document your progress in meeting the course outcomes. Criteria and methods of feedback will be individualized to the course.
SUBJECT: Curriculum Tools

Designing Visual Materials

Four Important Design Concepts

1. Make it BIG
   a. Use this rule of thumb: If it looks right on the computer screen, it is probably too small. If it looks BIG, it is probably still too small. Aim for outrageously LARGE!!

2. Keep it Simple--Less is Better
   a. Visuals should only introduce essential elements
   b. Audience should get the point within 5 seconds after visual appears.
   c. During that time don’t say anything—allow audience time to absorb the message.
   d. When you have audience’s attention, expound on what the visual has to say.

3. Make it Clear
   a. Include only pertinent information.
   b. Limit the amount of text on each visual.
   c. Create useful not artistic visuals.

4. Be CONSISTANT
   a. Your goal is to educate and inform: don’t get sidetracked or confuse the audience.
   b. Use the same visual at beginning and end of the presentation. At beginning to let audience know where you are going; at the end as a summery.
   c. Don’t switch formats. Once you have selected a general look for color scheme, fonts etc.

Final Rules

1. Begin preparing visuals early.
2. Make back-up copies.
3. Practice the presentation—A LOT!

Producing Audio Materials

1. Keep the message simple.
   a. Use a script or at very least an outline.
   b. Provide only essential information—more detailed information can be given in a handout.
   c. Avoid using jargon unless it is part of making your point.
   d. Use technical terms only when appropriate for the intended audience.
   e. Most people have a limited attention span (depending on age and development) so script should be long enough to convey the message but not so long the audience loses interest.
   f. Speaker should be clear and distinct in pronouncing words. Avoid using monotone speech but don’t be overly dramatic unless it is part of making the point.
   g. Use slides, charts, or illustrations as needed to clarify points.

2. Use high quality equipment for best results.
   a. Be sure speaker speaks directly into the microphone.
   b. Avoid unintended background noises when possible.
   c. For videotapes adequate lighting is an important consideration.
SUBJECT: Curriculum Tools

Guidelines for Presentations

1. Oral Communication is different from written communication
   a. Listeners have one chance to hear your talk and can't "re-read" when they get confused.
   b. In many situations, they have or will hear several talks on the same day.
   c. Being clear is particularly important if the audience can't ask questions during the talk.
   d. There are two well-known ways to communicate your points effectively.
      i. The first is to K.I.S.S. (keep it simple stupid). Focus on getting one to three key points across. Think about how much you remember from a talk last week.
      ii. Second, repeat key insights: tell them what you're going to tell them (Forecast), tell them, and tell them what you told them (Summary).

2. Think about your audience
   a. What should they gain from hearing you?
   b. What level of information will best hold their interest?
   c. What are the key points?

3. Think about your indirect goals
   a. First, leave your audience with a clear picture of the gist of your knowledge.
   b. Second, make them want to read more about the subject.

4. Practice in public
   a. It is hard distilling work down to 20 or 30 minutes.
   b. Usually have more material to present than time.

5. Prepare, prepare, prepare
SUBJECT: Student Forms - Appendix

I. Acknowledgement of Student Policies
II. Name Badge Agreement
III. Lost Name Badge Acknowledgement
IV. Student Non-Disclosure Agreement
V. Release Form
VI. Safe Professional-Practice Occurrence Report (Point Sheet)
VII. Petition for Academic Advising Change Form
VIII. Student Progression in Nursing Program Termination Form
IX. Student Progression in Nursing Program Withdrawal Form
X. Student Progression in Nursing Program Readmission Form
XI. Functional Requirements for Student Success
XII. Student Understandings
XIII. Student Office Work Request Form
XIV. Student Scheduling Request Form
XV. Academic Integrity Honor Code Statement Sample
XVI. Incomplete Contract
XVII. RN to BSN Readings and Conferences Contract
XVIII. Southern Utah University Student Nurse Association Application
XIX. SUUSNA Deposit Disbursement Form
XX. RN to BSN Credit by Examination Forms
XXI. RN to BSN Nursing Education Exit Assessment
SUBJECT: ACKNOWLEDGEMENT OF STUDENT POLICIES

ACKNOWLEDGEMENT OF STUDENT POLICIES

I, ____________________________, have read and reviewed the policies in the Nursing Student Handbook for the Nursing Program and have had the opportunity to have questions concerning said policies answered by a faculty member in the nursing department.

I understand that, as a student in this program, if I need further clarification of the policies, I am free to ask my Faculty Advisor or any faculty in the Department of Nursing.

I further certify that I agree to follow the standards and guidelines outlined within the Handbook. The Handbook is required reading and may be viewed on the Department of Nursing web site at www.suu.edu/cose/nursing.

By signing below I agree to the above statements and also agree that it is my responsibility to stay current with the Department of Nursing Student Policies. I have been advised that I should review the Student Handbook at least once a semester. It is agreed that if any significant changes are made by the Department of Nursing the changes will be reviewed at the Advisement Group Meeting at the beginning of said semester.

SIGNATURE: ____________________________   DATE: _______________

PRINT NAME: ____________________________   LEVEL: _______________
SUBJECT: NAME BADGE AGREEMENT

By signing this form I am acknowledging that I have received a Southern Utah University Program name/picture badge. I am aware that this badge is issued to me for use at clinical experience while I am in the nursing program. I am aware that this is a different badge than the one issued by Intermountain Health Care*.

I am aware that if I lose the badge I will have to pay $10.00 for a replacement. I will also assume any and all responsibility for problems that may arise if I lose or misplace my name badge. I hereby release, indemnify and hold harmless, Southern Utah University, its Board of Trustees, employees, agents and volunteers from any liability from unauthorized use of my name badge.

Signed this __________ day of ____________________________, ______________

By ________________________________________      ____________________________________
Student Signature      Print Name

*Intermountain Health Care badges are issued per semester for student clinical use only and must be returned to your clinical instructor at the end of each semester. Any badges not turned in at the end of the semester will be assessed a $20.00 fee and grades will be held.
SUBJECT: LOST NAME BADGE ACKNOWLEDGEMENT

LOST NAME BADGE ACKNOWLEDGEMENT

I hereby acknowledge that I have misplaced or lost my Southern Utah University Nursing Program name badge and am unable to return it. I assume any and all responsibility for problems that may arise due to unauthorized use. I hereby release and hold harmless Southern Utah University, its Board of Trustees, employees, agents and volunteer from any liability.

____________________________________________________________
Print Student Name

___________________________________________________________     ________________________
Student Signature         Date

Witness
SUBJECT: STUDENT NON-DISCLOSURE AGREEMENT

Southern Utah University has a legal and ethical responsibility to safeguard the privacy of all patients whose records are used for educational purposes and to protect the confidentiality of their health information. In the course of my assignments at Southern Utah University and during clinical experiences, I will come into contact with confidential patient information.

I understand that such information must be maintained in the strictest confidence. As a condition of being a student enrolled in the SUU Nursing Program, I hereby agree that, unless directed by my instructor, I will not at any time during or after my assignments, disclose any patient information to any person whatsoever.

When patient information must be discussed with others in my class during the course of my assignments, I will use discretion to ensure that such conversations cannot be overheard by others who are not involved with the class. I further agree to protect patient records from being seen by others in any setting.

I understand that the violation of this agreement may result in corrective action up to and including discharge from the SUU Nursing Program.

Print Name: ________________________________________________________

Signature: _____________________________________________ Date: _____________________________

Return this form to: Southern Utah University
Department of Nursing
351 West University Boulevard
Cedar City, UT 84720
Release Form

I hereby give permission to the SUU Department of Nursing to use the following material:

1. Photographic, video, or digital images in which I appear: ___________________

2. Audio recordings of events in which I am a participant: ___________________

3. Written work and/or class assignments I have completed: ___________________

4. Other, please specify: ______________

This material may be used or distributed for the following purposes:

1. In publications used for the purposes of education, information, promotion, public relations, and fund-raising: ___________________

2. Documentation of learning outcomes for purposes of accreditation or other reports: ___________________

3. Other, please specify: ___________________

I understand that I will receive no payment for the use of these materials. I understand that work I have completed will not be used by other parties without credit and attribution. The release of any other information about me will be governed by the Federal Educational Privacy Act.

Name: _______________________________________________________

Signature: _____________________________________________________

Date: _________________________________________________________

Return this form to: Southern Utah University
                      Department of Nursing
                      351 West University Boulevard
                      Cedar City, UT 84720
SUBJECT: SAFE/PROFESSIONAL PRACTICE – OCCURRENCE REPORT

| Student Name _______________________________ | Report Date _______________ Time _____________ |
| Course Number ______________________________ | Occurrence Date ______________ |
| Course Faculty ______________________________ | Occurrence Time ______________ |
| Supervising Faculty _________________________ | Point(s) Assigned _________________________ |

OCCURRENCE TYPE: Unprofessional/Unsafe (Check all that apply - 1 point value each)

### Paperwork
- ☐ Failure to meet the client and gather assessment data prior to the clinical experience.
- ☐ Failure to complete clinical preparation assignments, such as drug cards, forms or improper equipment/uniform.
- ☐ Failure to submit, to the office manager, proper documentation (including immunizations, CPR, NSNA membership, Forms, etc.) by deadline date.

### Absence/Tardiness
- ☐ Failure to call supervising faculty and/or unit prior to assigned time of arrival for illness or tardiness.
- ☐ Tardiness
- ☐ Unexcused absence (no call, no show or leaving assigned area without proper communication with clinical instructor/staff/preceptor).

### Patient Care Issues
- ☐ Inadequate knowledge of treatments, medications, or plan of care.
- ☐ Medication error
- ☐ Treatment error
- ☐ Error prevented from occurring by clinical faculty/staff intervention.

### Unprofessional Behavior
- ☐ Communication with staff, faculty, fellow students, or clients that is disrespectful or otherwise unprofessional.
- ☐ Inappropriate dress.
- ☐ Any behavior deemed unsatisfactory by the clinical faculty or course faculty.

OCCURRENCE TYPE: Critical Unprofessional/Unsafe (Check all that apply). This will result in immediate review of the incident. *Contact course faculty ASAP.*

- ☐ Any life-threatening error or action by the student to client, staff, faculty, or others.

- ☐ Implementing any action that is in direct violation of the course, school, or Agency HIPPA Policy.

- ☐ Impaired Performance.

** Notification**

| Student: __________________________________________ | Date: _______________________ Time: ____________ |
| Course Faculty: ____________________________________ | Date: _______________________ Time: ____________ |
| Office Manager: ____________________________________ | Date: _______________________ Time: ____________ |

** Office Manager will notify supervising faculty of any deficient documentation. Supervising faculty member will give student one (1) clinical point and not allow student to participate in clinicals until documentation is complete. Faculty will not arrange make up clinicals. Lack of participation in scheduled clinical will adversely affect student grade and may result in failure.**
SUBJECT: SAFE/PROFESSIONAL PRACTICE – OCCURRENCE REPORT

Student comments related to occurrence:
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Signature:  ______________________________________________________

Supervising Faculty comment related to occurrence:
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Signature:  ______________________________________________________

Date for follow-up evaluation conference: __________________________ Time: ____________________________
Comments: _______________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

☐ DISMISSAL from clinical experience for day. Additional point assigned.

<table>
<thead>
<tr>
<th>STUDENT GOAL:</th>
<th>STUDENT PLAN:</th>
<th>STUDENT/FACULTY EVALUATION:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

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SUBJECT: Petition for Academic Advising Change Form

Date Submitted: ___________________________ Received by: ___________________________

Student name: ____________________________________________________________________

Current Advisor Name: ____________________________________________________________________

Requested Advisor Name: ____________________________________________________________________

Reason for change: ____________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Approved: __________________________

Denied: __________________________

Signed: _____________________________ Date: ___________________________

Department Chair
SUBJECT: STUDENT TERMINATION FROM NURSING PROGRAM FORM

TO: 

FROM: SUU DEPARTMENT OF NURSING LEVEL _________ FACULTY

SUBJECT: TERMINATION FROM NURSING PROGRAM

DATE: 

You have been terminated from the Nursing Program for the following reason(s):

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

The following guidelines apply:

a. Students terminated from the program are not eligible for readmission

Date submitted to student: ____________________________

Student Signature of Receipt: ____________________________ Date: ____________
SUBJECT: STUDENT WITHDRAWAL FROM NURSING PROGRAM FORM

TO: SUU DEPARTMENT OF NURSING ADMISSIONS COMMITTEE

FROM: ____________________________________________________________

SUBJECT: WITHDRAWAL FROM NURSING PROGRAM

DATE: ___________________________________________________________

I, ________________________, am requesting to withdraw from the Nursing Program for the following reason(s):

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

I understand the following:

a. Withdrawing in good academic standing may grant me inactive status.

b. I may be considered for readmission, based on the current application standards, by the Admissions and Advancement Committee on a space available basis.

c. I must make a written application for readmission to the Admissions Committee prior to the semester I wish to start.

d. Each case is considered individually and I will not be guaranteed readmission.

e. Readmission to a specific nursing level of the nursing program is granted one time only.

f. The Pre-licensure program must be completed within five years of official acceptance to the program including withdrawals or termination/readmission.

g. The RN to BSN program must be completed within three years of official acceptance to the program including withdrawals or termination/readmission.

I (do) (do not) plan to request readmission to the nursing program. Circle one

My expected readmission request date will be ____________________________

Thank you,

_________________________________________________________

Student signature and Date

Print name: _______________________________________________________

Address: _________________________________________________________

Phone Number: ___________________________________________________

Email: ___________________________________________________________
SUBJECT: STUDENT READMISSION FROM NURSING PROGRAM FORM

TO: SUU DEPARTMENT OF NURSING ADMISSIONS COMMITTEE
FROM: _________________________________________________________________
SUBJECT: READMISSION TO THE NURSING PROGRAM
DATE: __________________________________________________________________

I, ____________________________________________, am requesting readmission to the Nursing Program for the following reason(s):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________.

I understand the following:

a. I may be considered for readmission, based on the current application standards, by the Admissions and Advancement Committee on a space available basis.
b. Each case is considered individually and I will not be guaranteed readmission.
c. Readmission to a specific nursing level of the nursing program is granted one time only.
d. The Pre-licensure program must be completed within five years of official acceptance to the program including withdrawals or termination/readmission.
e. The RN to BSN program must be completed within three years of official acceptance to the program including withdrawals or termination/readmission.

My readmission request date is ____________________________________________.

Thank you,

________________________________________________________________________
Student signature and Date

Print name: ______________________________________________________________
Address:  __________________________________________________________________
Phone Number:  __________________________________________________________
Email:  _________________________________________________________________
SUBJECT: Functional Requirements for Student Success

Functional Requirements for Student Success

Southern Utah University’s Nursing Program values diversity in the students who wish to enter the profession of nursing. Students interested in entering the nursing program must be aware of functional requirements, environmental factors, and psycho social demands that must be met to be considered as a candidate for entry level into the nursing profession.

Functional requirements include, but are not limited to:

- Must be able to independently push, pull, and lift a medically fragile adult when positioning or transferring.
- Must have the ability to palpate body structures and be able to differentiate and report subtle variations in temperature, consistency, texture and structure.
- Must be able to identify and distinguish subtle variations in body sounds such as breathing.
- Must be able to read, understand, and apply printed material which may include instructions printed on medical devices, equipment and supplies.
- Must be able to visually distinguish subtle diagnostic variations in physical appearance of persons served. An example would be “pale color”.
- Must be able to distinguish subtle olfactory changes in physical characteristics of persons served.
- Must be able to walk and stand for extended periods of time.
- Must possess the ability to simultaneously and rapidly coordinate mental and muscular coordination when performing nursing tasks.

Environmental factors include:

- Protracted or irregular hours of work.
- Ability to work in confined and/or crowded spaces.
- Ability to work independently as well as with coordinated teams.
- Potential exposure to harmful substances and/or hazards.

Psycho social demands include:

- Ability stability to maintain emotional during periods of high stress.
- Ability to work in an emotionally charged or stressful environment.

I am aware of the functional requirements, environmental factors, and psycho social demands that must be met to be considered as a candidate for entry level into the nursing profession.

Student Signature: ________________________________     Date: ________________________

Print Name: ____________________________________________________________
SUBJECT: STUDENT UNDERSTANDINGS

Student Understandings

1. I understand that admission to the nursing program does not mean success.
2. I understand that I will be evaluated on academic as well as clinical skills and professional behaviors.
3. I understand that nursing requires honesty and personal integrity. If either come into question it will prompt faculty to review my standing in the nursing program.
4. I understand that it is my responsibility to keep my clinical documentation current and provide verification to the office manager.
5. I understand the standards for success in the nursing courses and that I am responsible for monitoring my own learning.
6. I understand that the nursing courses will focus on practice not on lecture.
7. I understand that if at any time in the semester I feel unsure about my “grade(s)”, I may request an assessment from the professor.
8. I understand that the course work of this program requires CONSISTENT classroom attendance and active participation.
9. I understand that I will be responsible to provide my own transportation to clinical.
10. I understand that I must maintain confidentiality of information I become aware of.
11. I understand that I will be required to complete a random drug screen and that this may occur at any time throughout the duration of the program.
12. I understand that I must act professionally and will show respect to my peers, faculty, and staff.
13. I understand that due to liability issues, I may not participate in hands-on clinical experiences prior to registering for theory courses with a clinical component.

14. I agree to release Southern Utah University from any consequences for any negligent or careless acts committed by me.

15. A copy of the curriculum pattern has been given to me and I have read and understand the curriculum pattern and realize that failure to complete the courses as identified in the curriculum pattern will disqualify me from progressing in the program.

My signature indicates that I have read, understand and will adhere to the above student understandings.

Student Signature __________________________________________________      Date_______________

Student Name (print) _____________________________________________________
SUBJECT: Student Office Request Form

Date Submitted: ______________________________  Date Needed: _________________________

Student: _______________________________________________

Class: ___________________________________________  Instructor: ___________________________

☐ Copying
  o Number of copies: __________
  o Single Sided
  o Double to Double (back to back)
  o Front to Back
  o Sorted
  o Stapled
  o White Paper
  o Color Paper __________________________ (specify which color from selection on book shelf)
  o Transparencies
  o Other: _____________________________________________________________________

☐ Color Printer
  o Number of Copies: ________________

☐ Other

Additional Instructions/Comments: _______________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Instructors Signature: ________________________________________________ Date: ___________________

Please Note: This form must be turned into the Office Manager 48 hours in advance. Incomplete forms will not be processed.

OFFICE USE ONLY (do not write in this space)

Date Received: __________________________________

Approved: ____  Date copies completed: ____________  Declined: ____  Reason: ___________

Total Copies ______ x $.07 = ____________  Account Billed: ________________________  Date: ___________

Account Manager Approval: __________________________________________

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SUBJECT: Student Scheduling Request Form

Scheduling forms must be submitted to Teresa Higbee, Nursing Office Manager Two (2) weeks prior to event. Please type or print.

Current Date: _________________________________________

Event Title: _____________________________________________

IE: Professional Pledge Ceremony, Pinning Ceremony, Study Group

Request Room(s): _________________________________________

IE: Hunter Conference Center, Great Hall or Sharwin Smith Center, Starlight Room, Classroom

Event Date(s): ___________________________________________

Time(s) Requested: Event Time From: __________ (AM/PM) To: ____________ (AM/PM)

Set-up Time: From: __________ (AM/PM) To: ____________ (AM/PM)

Access Time: ________________________(AM/PM) (The time you expect to enter room)

Number of Participants: __________________________

Contact Person: __________________________________________

Contact Person phone & email: __________________________________

SETUP SPECIFICATIONS

Please specify room setups in the space provided below:

Room Configuration:  □ Theater  □ Hollow Conf

Equipment Needs:  □ White board & markers/eraser

□ U-Shape  □ Classroom

□ Banquet  □ Boardroom

□ Other (shown in space below)

□ Podium □ w/ mike

□ Buffet Tables _____ # of tables

□ Served Meal

□ LCD Projector

□ Laptop

Students on stage: □ yes □ no

Students making grand entrance: □ yes □ no

No. of Speakers: __________________________

OFFICE USE ONLY (do not write in this space)

Date Received: _________________________________________

Approved: ____  Declined: ____  Reason: ___________________________________________

Account Billed: __________________________  Amount ($) Billed: ____________  Date: ____________

Account Manager Approval: __________________________________

Office Manager Approval: __________________________________
SUBJECT: Sample of Honor Code Statement

HONOR CODE STATEMENT (MAY BE USED BY FACULTY)

Scholastic dishonesty will not be tolerated. Students are expected to have read and understood the policy of SUU regarding student responsibilities and rights for information about procedures and about what constitutes acceptable on-campus behavior.

These behaviors are unacceptable and violate the honor code:

- **Lying:** Lying is any action of deceit, deception or fraud.
- **Cheating:** Cheating is giving or receiving illicit help in schoolwork. Examples include: deception, the use of illicit help on tests or assignments, including the use of electronic devices; illicit copying or illicit help on an assignment; providing or obtaining questions or answers before or during a test or quiz; altering and resubmitting graded assignments; using false excuses for extensions.
- **Plagiarism:** Plagiarizing is presenting the words or ideas of someone else as one’s own without proper acknowledgement. Examples include: submitting someone else’s work as one’s own, failing to use proper documentation, reusing an assignment and presenting it as new work, making up data, citing nonexistent sources, downloading work directly from the Internet, violating copyright regulations.

The following statement of academic integrity must be read and signed by the student for their test grade to be evaluated. Detach this page from the exam. It must be returned to the professor with your Scranton. YOU MUST RETURN YOUR COPY OF EXAM QUESTIONS TO THE PROFESSOR AT THE SAME TIME.

"I choose to uphold the value of academic integrity in the Southern Utah University Nursing Program because I value my character and our community of trust. On my honor, I have neither given nor received illicit aid on this exam. To the best of my knowledge, students in this class have abided by the Southern Utah University honor code while taking this exam"

Student’s Signature: ___________________________________________________

Date: ________________________
SUBJECT: Incomplete Contract

The purpose of this form is to reduce to writing an agreement between an instructor and a student concerning an incomplete (I) grade submitted to the Registrar’s Office. An incomplete grade should be granted only if the student has completed the majority of the course and is passing the class at the time.

Within one (1) year, as agreed in writing below by both the instructor and the student, the terms of the contract must be completed and letter grade assigned by the instructor. The grade can either be the grade agreed upon by virtue of the contract or the grade earned by making up the incomplete work.

Instructions:

Instructor - Complete this form, sign and obtain the student’s signature. Keep a copy for your files. Give a copy to the student, the Registrar’s Office, and submit the original to your department. Upon completion of the contract, submit a change of grade form to the Registrar’s Office. This should not exceed one (1) year from the time the course was originally taken.

Student - You have the time prescribed by this contract to complete the work or accept the grade agreed to by you and your instructor. It is your responsibility to check with the Registrar’s Office to be sure the proper grade has been recorded on your permanent record. It is not required to re-register for this class in order to complete the grade.

Department - File original contract for future reference.

Registrar - Accept an incomplete (I) only when a contract is submitted. After one (1) year, if a grade change form is not submitted, change the grade to F.

________________________________________________________________________________________

CONTRACT TO REPLACE INCOMPLETE GRADE

To be used to specify a grade to be given if course work is not completed within one (1) calendar year or as agreed in this contract.

Name of Student (Print) ____________________________ Student T # ____________________________

Incomplete received in: ____________________________

Department ____________________________ Course # ____________________________

Section ____________________________ Semester ____________________________ Year ____________________________

Course work remaining to be completed: ____________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

If the above work is not completed by ____________________________, a grade of ____________________________ will be submitted to the Registrar’s Office. If no report is received by the Registrar’s Office, the grade will be changed automatically to an “F”. The instructor is responsible for submission of a completed grade when the student’s makeup work has been accomplished.

Instructor’s Name (Please print) ____________________________

Instructor’s Signature ____________________________ Date ____________________________

Student’s Signature ____________________________ Date ____________________________

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SUBJECT: Readings and Conferences Contract

This form constitutes a teaching/learning contract between a selected nursing department faculty member and an SUU nursing student for a specific number of credit hours of upper division work. The contracting student is responsible for contacting the selected faculty, scheduling the negotiated number of contacts with faculty, and completing all work to the specifications of the contract. Responsibility for individualized learning and follow through with this course rests squarely with the contracting student. The faculty is responsible for supporting and guiding the student with learning needs, providing necessary feedback, and completing the grading process as per SUU policy 6.13.

To be filled out by the student:

Name: ___________________________________________ T#: __________________________
Local Address: ______________________________________________________________________
City, State, Zip: ___________________________ Phone No: ____________________________
Registered Semester: ___________________________ (i.e... Fall 2008, Spring 2009, etc.)

The course must be completed by the end of the semester

Course Prefix & Number: NURS 4830-01 Credits (1 – 3): _________

Learning Outcomes: ______________________________________________________________________

________________________________________________________________________________________

Documentation Requirements: ______________________________________________________________

________________________________________________________________________________________

Scheduled Appointments Dates (3 minimum): ________________________________________________
Assignment Due Dates: __________________________________________________________________

I understand the above commitment and will complete the requirements by the end of the semester.

____________________________________________________      __________________________________
Student Signature        Date Signed

Course Faculty: ___________________________________________ Phone: _____________________

Faculty Email: ____________________________________________________________________________

____________________________________________________ ____________________________________
Faculty Signature       Date Signed
Southern Utah University Student Nurse Association (SUUSNA) Application

As students in the SUU Nursing Program, you become a member of the chapter of the SUUSNA. This organization represents all students majoring in nursing. SUUSNA has elected officials and is advised by a designated faculty member. SUUSNA is a chartered organization on the SUU campus. To maintain a working fund for service projects & other club activities a minimal one-time fee of $15 will be required. Please pay by check or money order to SUU Nursing.

Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>T #</td>
<td></td>
</tr>
<tr>
<td>Street Address</td>
<td></td>
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<tr>
<td>City ST ZIP Code</td>
<td></td>
</tr>
<tr>
<td>Home Phone</td>
<td></td>
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<tr>
<td>Alternate Phone</td>
<td></td>
</tr>
<tr>
<td>E-Mail Address</td>
<td></td>
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</tbody>
</table>

Club Officers

Check interest in Serving Below.

___ No Interest
___ President ___ Vice President
___ Secretary ___ Treasurer
___ Fund Raising ___ Breakthrough to Nursing
___ Web Master ___ Class Representative

Involvement

Tell us how much involvement you are willing to have with the SUUSNA. How you can help and/or organize?

___ Service Projects ___ SUU Activities
___ Fund Raising ___ Parades
___ SUUSA Meetings ___ Street Fairs
___ Club Activities

Agreement and Signature

I understand that by signing below, I agree that I am a member of the Southern Utah University Student Nurse Association, and will participate in club activities and meetings as time allows.

| Name (printed) |               |
| Signature |               |
| Date |               |
### SUU Department of Nursing

**Deposit Disbursement**

<table>
<thead>
<tr>
<th>Students: Complete Grey shaded areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
</tr>
<tr>
<td><strong>Department</strong></td>
</tr>
</tbody>
</table>

**Description**

SUUSNA ~ Southern Utah University Student Nursing Association

**Deposit To Account**

<table>
<thead>
<tr>
<th>Index</th>
<th>Fund</th>
<th>Org</th>
<th>Account</th>
<th>Prog</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUSNA</td>
<td></td>
<td></td>
<td>5575</td>
<td></td>
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</tbody>
</table>

**For Office Use Only (below)**

<table>
<thead>
<tr>
<th>Received By</th>
<th>Date</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Signature</th>
</tr>
</thead>
</table>
SUBJECT: CREDIT BY EXAMINATION REQUEST FORM

1. Name: ___________________________________________________________________________

2. Request to gain Credit by Examination for ____________________________________________

3. E-Mail Address ______________________________________________________________________

4. Telephone Number(s) __________________________ Type _______________________________
   __________________________ Type _______________________________

5. Mailing Address ______________________________________________________________________

6. Verify criteria are met by including the following:

   _____ Document(s) from employer(s) confirming work history equivalent to three (3) full-time years in
   nursing within the past five (5) years for specialty area of credit by exam request.

   _____ A one page self-assessment report with documentation of experience and education relevant to
   meeting outcomes and content of course.

   ______ Credit by Exam criteria has been met by the above RN to BSN student and applicant has been approved to
   complete process for credit by exam. Exam date is scheduled for: __________________________. See
   Department Secretary for specific testing details.

   _____ Credit by Exam criteria has not been met by the above RN to BSN student; application denied.

Nursing Department Chair Signature: ____________________________________ Date: ________________
SOUTHERN UTAH UNIVERSITY
Department of Nursing
Policy and Procedures

SUBJECT: CREDIT BY EXAMINATION GRADE FORM

Student’s Name: ________________________________________________________________

Student ID #: ___________________________ Date: ________________________________

(courser number) (credits) (grade) (Instructor Signature)

(courser number) (credits) (grade) (Instructor Signature)

(courser number) (credits) (grade) (Instructor Signature)

(courser number) (credits) (grade) (Instructor Signature)

(courser number) (credits) (grade) (Instructor Signature)

Paid for exam: _______________________________ Date paid: __________________________

(initial) (amount paid)

After passing computer assessment; take this form (filled out by department secretary) to the Cashier’s Office and pay $6 per credit, and bring this form and a copy of your receipt back to the nursing department secretary. A grade will be filled in and signed by the instructor after validation activities have been completed and graded. Then the department secretary will hand carry to registrar’s office to post grade.
SUBJECT: RN to BSN Nursing Education Exit Assessment

Name: ________________________________

Permanent Address: _____________________________________________________________

Permanent Email Address: _______________________________________________________

Employer: _____________________________________________________________________

Employer City, State: ___________________________________________________________

Specialty (i.e.: MedSurg, Critical Care, etc.): ______________________________________

Considering Grad School?: YES NO Area of Study: _________________________________

Where Applying/Accepted: _______________________________________________________

Grad School City, State: ________________________________________________________
## SUBJECT: RN to BSN Nursing Education Exit Assessment

### 1) Years of full time health related work experiences before entering the program:

- [ ] Less than 1 year
- [ ] 1 - 3.9 years
- [ ] 4 - 6.9 years
- [ ] 7 - 9.9 years
- [ ] 10 – 13.9 years
- [ ] 14 or more years

### 2) Graduate School Plans (Choose only one.)

- [ ] Immediately pursue graduate nursing degree
- [ ] Pursue nursing graduate degree within 3 years
- [ ] Pursue a graduate degree in nursing after 4 years
- [ ] Pursue non-health related graduate degree
- [ ] Do not intend to pursue graduate degree
- [ ] Other ____________________________________________________________________________

### 3) Are you a first generation in your family to attend college?

- [ ] Yes
- [ ] No

### 4) Percentage of instructors in your Nursing courses you rate as excellent:

- [ ] None
- [ ] 1 – 20%
- [ ] 21 – 40%
- [ ] 41 – 60%
- [ ] 61 – 80%
- [ ] 81 – 100%

### 5) Percentage of instructors in your Nursing courses you rate as poor:

- [ ] None
- [ ] 1 – 20%
- [ ] 21 – 40%
- [ ] 41 – 60%
- [ ] 61 – 80%
- [ ] 81 – 100%
SOUTHERN UTAH UNIVERSITY  
Department of Nursing  
Policy and Procedures  

SUBJECT: RN to BSN Nursing Education Exit Assessment

<table>
<thead>
<tr>
<th>6) Rate the quality of the nursing Curriculum regarding:</th>
<th>Poor (1)</th>
<th>Good (2)</th>
<th>Excellent (3)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a) Teaching In your clinical courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6b) Teaching in you classroom courses.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6c) Feedback on assignments (other than grades) you received from instructors in your classroom courses.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6d) Feedback on assignments (other than grades) you received from instructors in your clinical courses.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7) How satisfied are you with the school of nursing’s:</th>
<th>Dissatisfied (1)</th>
<th>Neutral (2)</th>
<th>Satisfied (3)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>7a) Faculty responsiveness to student concerns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7b) Amount of work required of you in your classroom courses.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7c) Amount of work required of you in your clinical courses</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>8) How satisfied are you with the faculty’s ability to:</th>
<th>Dissatisfied (1)</th>
<th>Neutral (2)</th>
<th>Satisfied (3)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a) Relate concepts to the real world.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8b) Draw on experience of students.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8c) Engage in student discussions lecture effectively.</td>
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<tr>
<td>8d) Effectively sequence content of courses.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8e) Interact with students one-on-one</td>
<td></td>
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<td></td>
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<tr>
<td>8f) Act as effective role models in clinical practice.</td>
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</tbody>
</table>
### SUBJECT: RN to BSN Nursing Education Exit Assessment

#### CLASSMATES:

<table>
<thead>
<tr>
<th></th>
<th>Satisfaction with these characteristics of your fellow students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Dissatisfied (1)</td>
</tr>
<tr>
<td>9a)</td>
<td>Amount of work experience.</td>
</tr>
<tr>
<td>9b)</td>
<td>Quality of work experience.</td>
</tr>
<tr>
<td>9c)</td>
<td>Academic ability.</td>
</tr>
<tr>
<td>9d)</td>
<td>Ability to work in study groups.</td>
</tr>
<tr>
<td>9e)</td>
<td>Level of camaraderie.</td>
</tr>
<tr>
<td>9f)</td>
<td>Academic Integrity.</td>
</tr>
</tbody>
</table>

#### LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th></th>
<th>To what degree did your non-nursing courses enhance your ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Not at all (1)</td>
</tr>
<tr>
<td>10a)</td>
<td>Integrate theories and concepts from liberal education nursing practice.</td>
</tr>
<tr>
<td>10b)</td>
<td>Value the ideal of lifelong learning to support excellence in nursing practice.</td>
</tr>
</tbody>
</table>
OVERALL PROGRAM EFFECTIVENESS:

<table>
<thead>
<tr>
<th></th>
<th>Below Expectations (1)</th>
<th>Met Expectations (2)</th>
<th>Above Expectations (3)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>11) To what extent did your nursing programs fulfill your expectations?</td>
<td>Poor (1)</td>
<td>Good (2)</td>
<td>Excellent (3)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

12) When you compare the expense to the quality of education, how do you rate the value of the investment you made in your nursing program?

<table>
<thead>
<tr>
<th></th>
<th>Poor (1)</th>
<th>Good (2)</th>
<th>Excellent (3)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>13) How inclined are you to recommend your nursing program to a close friend?</td>
<td>Not at All (1)</td>
<td>Moderately (2)</td>
<td>Extremely (3)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

14) How well did the SUU Nursing Program meet your expectations for nursing education?

15) Considering your education preparation at this point, how well did the SUU Nursing Program achieve their educational outcomes?

16) Please describe your most meaningful learning experience or moment in the SUU Nursing Program.
SUBJECT: RN to BSN Nursing Education Exit Assessment

17) Please briefly state your plans for the next 3 years (i.e. Graduate school?, where?, employment?, where?).

18) How did the staff nurses facilitate your learning?

19) Is there anything you would like the SUU Nursing Faculty to know about your experience that has not been covered in this survey?

20) Describe the most valuable learning experience that prepared you for future nursing practice?

21) How do you see this BSN degree benefitting your professional practice?