ASU NURSING DEPARTMENT FACULTY HANDBOOK

FORWARD

This handbook includes information that is essential to faculty orientation to ASU and the Nursing Department. It is designed to provide faculty with general and some specific knowledge germane to the academic tripartite roles of teaching, research/scholarship, and service. In addition to this faculty handbook, each faculty member is responsible for accessing the latest edition of all required nursing program documents (e.g. ASU Faculty Handbook, ASU Undergraduate Bulletin, AACN’s The Essentials of Baccalaureate Education for Professional Nursing Practice, AACN’s The Essential of Masters Education in Nursing and the Department of Nursing Student Handbooks). Please refer to Appendix A-1 for the New Faculty Orientation Checklist.

Faculty members should be aware that the ASU Faculty Handbook provides access to information pertaining to the operation of the University. Policies, procedures, and operational guidelines are contained within this document. This publication is available on the Web pages. Faculty members are encouraged to check the Web frequently for any changes regarding policies, procedures, and operating guidelines.

INTRODUCTION

Appalachian State University (ASU) is a comprehensive public university located in Boone North Carolina. It is nestled in the Blue Ridge Mountains of North Carolina in the northwestern part of the state. ASU is part of the Appalachian Learning Alliance which is a partnership between ten community colleges in western North Carolina and Appalachian State University. The alliance is designed to offer baccalaureate and graduate degrees to students on community college campuses who are unable to attend on-campus classes at ASU. Appalachian State University is charged with the delivery of upper-division undergraduate and graduate courses while the community colleges determine availability of physical resources such as space and technology to meet the needs of the academic programs. The Department of Nursing is in the Beaver College of Health Sciences at ASU. The Department of Nursing offers Bachelor of Science degree (BSN) for both Pre-licensure students and via the RN to BSN program for registered nurses who do not yet possess the baccalaureate degree in Nursing. The BSN Pre-licensure program is offered on the Boone, NC campus and the RN-BSN program is offered on-line. A Master of Science in Nursing (MSN) degree is offered online.
HISTORY AND OVERVIEW OF APPALACHIAN STATE UNIVERSITY

Appalachian State University (ASU) was founded in 1899 as Watauga Academy. It later became a state teacher’s college, acquired status as a regional university, and in 1971 became a part of The University of North Carolina System. ASU offers undergraduate majors and graduate majors to more than 18,000 students. In addition, it offers majors leading to an educational specialist degree, a specialist in school psychology, and a doctorate of education. (For more information see: http://www.web.appstate.edu/about).

A vital component of the ASU mission is its commitment to fostering an understanding of Appalachian regional culture and the protection of the natural environment. The people in this region are made up of many unique backgrounds including Native Americans, Irish, English, Scots, Germans, and Poles. Appalachian culture is evidenced through its arts and crafts, music, foods, customs, and traditions. The culture has been mostly preserved by families and churches in the region. People native to this region display a strong sense of right and wrong, independence, a desire to help each other, and a closeness to nature (http://www.arministry.org/appalachianculture.asp).

The nursing program is committed to the residents of this region through: improving health care delivery; addressing the potential shortage of professional nurses with a Bachelor of Science in Nursing (BSN) degree; and responding to increasing demands for nurses in advanced roles including the MSN. The BSN program is approved by the North Carolina Board of Nursing for qualified students. Qualified graduates of both hospital diploma and associate degree nursing programs are admitted to the RN to BSN program.

ASU is a constituent institution of the 17 state campuses that comprise the University of North Carolina (UNC) System and is the sixth largest institution in the UNC System. Sixteen of these institutions are four-year universities and one is a public residential high school added in 2007 (the NC School of Science and Mathematics).

The University of North Carolina (UNC) was chartered by the North Carolina General Assembly in 1789 and was the first public university in the United States. It was the only public university to graduate students in the eighteenth century with the first class admitted in Chapel Hill in 1795.

The University of North Carolina System was created in 1931 by the NC General Assembly as a cost savings approach during the Depression. At that time, there were only three institutions under the leadership of one Chancellor and a Board of Trustees. In 1971, the General Assembly passed legislation in which they consolidated 16 institutions; they became part of one system in 1972.

The policy-making body is the UNC Board of Governors. This board is “legally charged with ‘the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.’ It elects the president, who administers the
The General Assembly elects 32 voting members to the Board of Governors for four-year terms.

The Board of Governors elects a chancellor as the chief executive officer for each constituent institution. In addition, the Board of Governors elects eight members to the Board of Trustees. Of the remaining members of the Board of Trustees, four are appointed by the governor. The president of the student body serves in an ex-officio capacity.

The Chancellor is responsible for the daily operation of the University. Several vice-chancellors participate in the administrative duties of the University. In addition, these administrative officers receive advice from the Faculty Senate, Staff Council, and Student Government Association.

ASU is committed to excellence in all its endeavors with instruction its primary focus. Scholarship and community service are complementary components of its mission. ASU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award undergraduate and graduate degrees. The most recent accreditation was 2013. Additionally, ASU is accredited by other state and national associations and organizations.

The ASU Department of Nursing is committed to the tripartite roles of teaching, scholarship, and professional service that contribute to the cultural, intellectual, and social development of professional nurses in the Appalachian region. Students are afforded the opportunity to obtain a liberal education that incorporates professional nursing standards and prepares them for lifelong learning, professional development, and service. The Nursing Department holds membership in the American Association of Colleges of Nursing (AACN) and maintains accreditation through the Commission on Collegiate Nursing Education (CCNE).
I. MISSION & GOVERNANCE
VISION STATEMENT, MISSION, GOALS, PHILOSOPHY, AND EXPECTED OUTCOMES

VISION STATEMENT

Appalachian State University Department of Nursing will provide evidence-based nursing education in an intellectually stimulating and challenging environment that is designed to prepare the professional nurse with the knowledge and skills needed to practice in diverse settings in a highly complex health care system.

MISSION

The mission of the Department of Nursing at Appalachian State University is to advance our students' cultural, intellectual, and personal development in order to prepare them for professional practice as registered nurses in entry level and advanced roles. This mission is achieved through the efforts of faculty committed to excellence in teaching, scholarship, and service. A broad, in-depth curriculum builds on the study of arts, humanities, mathematics, natural and social sciences, and standards for professional nursing practice. Graduates serve their community by applying research and principles of education in their practice of nursing in entry level and advanced roles.

GOALS

The goals of the BSN program are to:

1. Provide a quality program in nursing based on a liberal education and professional nursing values, competencies, and knowledge.
2. Facilitate the development and implementation of professional nursing roles in caring for individuals, families, groups, and communities from diverse geographical and cultural backgrounds through the application of knowledge, theory, and research from nursing as well as other related disciplines.
3. Instill in students an appreciation for and commitments to lifelong learning, scholarship, and service in order to promote their personal growth, advance the profession of nursing, and meet the health needs of society.
4. Prepare nurses who can practice as generalists in any health care setting.
5. Provide a foundation for graduate nursing education.

The goals of the MSN program are to:

1. Provide nurse educators with a foundation in relevant theories, methodologies, knowledge and skills.
2. Prepare nurse educators with skills to utilize scientific inquiry related to safe, evidence-based, quality nursing care.
3. Educate nurses to employ effective communication strategies and technologies as a leader in collaboration with the interdisciplinary healthcare team.
4. Develop nurse educators for leadership roles in teaching diverse audiences.

PHILOSOPHY

Nursing:
Nursing is a practice discipline that provides a vital and distinctive service to global society through utilization of principles from nursing, physical, biological, and social sciences, arts, humanities and mathematics to assist individuals, families, groups, communities and populations achieve an optimal level of health. The focus is on holistic health through evidence-based practice and patient centered care. Professional nursing care is predicated on effective communication and critical thinking skills, current knowledge for evidence-based practice (EBP), technical and assessment skills, the nursing process, and a code of professional ethics. Nurses are vital members of the collaborative healthcare team and practice in multiple and diverse environments, to promote optimal healthy functioning of persons.

Person:
Each person is a holistic being who embodies inherent dignity and worth, and the right to self-determination. The focus of nursing care is persons as individual, family, groups, communities and populations. There is a synergistic relationship among person, nursing, health, and environment.

Health:
Health is defined by the perception of each person. Health is viewed holistically and includes the way persons interact with their environment.

Environment:
Environment provides the context for human life, internal and external. The combined influences of the external and internal environments determine the growth and development of persons and their state of health.

Nursing Education:
Nursing education encompasses scholarly inquiry and evidence-based practice to prepare professionals to enhance well-being and healthcare outcomes for individuals, families, groups, communities and/or populations.

Faculty Appreciate each student’s uniqueness and accommodating each student’s learning needs, the faculty believe students are responsible for their own learning and invite them to engage in a dynamic, interactive, educational process. Nursing Education is a mutual endeavor in which students and faculty share, pursue, and generate knowledge in a collaborative setting.
EXPECTED PROGRAM OUTCOMES

BSN Program Outcomes:
The following educational outcomes are based on the mission, goals, and philosophy of Appalachian State University’s Department of Nursing. They will:

1. Provide holistic nursing care to individuals, families, groups, and communities across the lifespan based on professional nursing standards.
2. Engage in evidence-based practice through the utilization of critical thinking skills and state-of-the art knowledge for persons with varying health promotion, health maintenance, health restoration, and end-of-life care needs across the lifespan.
3. Demonstrate accountability for formal and informal experiences that promote both personal and professional growth and lifelong learning.
4. Employ effective communication skills (listening, verbal, nonverbal, written and electronic) with individuals, families, groups, communities and populations as well as members of the inter-professional health care team facilitating a culture of quality and safety.
5. Competently utilize technology and health information resources for self, colleagues, individuals, families, groups, and communities.
6. Exhibits leadership skills such as coordinating, collaborating, delegating, and supervising nursing care provided by others.
7. Collaborate with individuals, groups, communities, and populations through mutual goal setting, advocacy, and education to promote health and wellness.
8. Exhibit a patient centered approach that reflects the professional values of altruism, autonomy, human dignity, integrity, and social justice.
9. Adhere to economic, ethical, legal, and professional nursing standards in nursing practice.
10. Appraise the continuum of care and resource utilization based on the liberal arts foundation and nursing knowledge.

MSN Program Outcomes:
The following educational outcomes are based on the mission, goals and philosophy of Appalachian State University’s Department of Nursing. They will:

1. Integrate holistic best practices into education offerings for individuals and groups in academic, patient care and staff development settings.
2. Develop an ongoing professional nursing role through scientific inquiry and lifelong learning.
3. Integrate nursing and related sciences and humanities required for success as an educator, practitioner or nursing leader in a variety of practice environments including two and four colleges, universities, ambulatory care centers, community health, occupational health, staff development, school health and hospitals.
4. Apply information and communication technologies and teaching-learning principles in collaboration with the inter-professional patient care team for the improvement of health outcomes and disease management.
5. Analyze professional regulatory and accreditation standards including health care policies impacting professional nursing practice and health care.

6. Design, implement, and evaluate educational offerings for individuals and groups that promote desired learner/patient outcomes.

7. Exhibit cultural competence in delivering appropriate educational offerings to individuals, families, communities, and special populations.

8. Develop awareness of rural, Appalachian and global health issues impacting nursing care provision including education, practice and administration.

Mission, Goals, and Outcomes: Adopted April 4, 2007
Revised April 2016
Philosophy: Adopted April 25, 2007
Revised: October, 2008
Revised: February 2009
Revised January, 2013
Revised April 2015

Vision, Mission and Philosophy Revised 4/16
Vision, Mission and Philosophy Adopted August, 2018
Vision, Mission and Philosophy Revised September, 2019
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<td>Collaboration Health Literacy Information management (access, evaluate, and disseminate healthcare information) Interprofessional healthcare team member Intraprofessional communication</td>
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GOVERNANCE
The Department of Nursing functions as a Committee of the Whole with ad hoc committees appointed as needed. The By-Laws of the Department follow:

BY-LAWS
These by-laws exist to guide the governance and operations of the Department of Nursing. The Department of Nursing administers a BSN program with an RN to BSN track and an MSN program.

Article I. Administration:
The Department of Nursing is led by a Chairperson, who reports to the Dean of the Beaver College of Health Sciences.

Article II. Membership:
The Faculty Organization, hereafter called the Nursing Faculty, consists of all nursing full-time (tenure-track and clinical) and part-time faculty. Tenure-track faculty members are voting members. Part-time faculty may attend Nursing Faculty meetings but will not have a vote. The faculty governs as a Committee of the Whole.

Article III. Officers:
The Chair of the Department of Nursing acts as the chief officer and is responsible for calling faculty meetings. All full-time faculty members are to attend these meetings unless excused by the Chair. The Recorder is designated by the Chair.

Article IV. Responsibilities of the Nursing Faculty:
The responsibilities include:

1. information sharing
2. decision making
3. problem solving
4. course development and organization
5. evaluation of all Departmental functions
6. continually revise and develop curriculum
7. ensure accreditation of the department by all accrediting bodies (AACN, SACS, etc.)
8. promote the scholarly activities of the faculty and students
9. receive reports of ad hoc committees
10. give budgetary input to Chair
11. relate to other university departments as appropriate
12. contribute to the greater good of the university
Article V. Meetings of the Faculty:
Meetings will be held at the discretion of the Chair but will occur no less than one time per month. An agenda will be circulated to faculty by the Chair prior to each meeting; however, this agenda may be altered by the Chair or a majority of the faculty in attendance at the meeting. Minutes of the meeting will be taken as assigned by the Chair.

Article VI. Quorum:
A simple majority of faculty eligible to vote and present at a meeting constitutes a quorum.

Article VII. Committees:
Committee of the Whole: The Department functions as the Committee of the Whole. Ad hoc committees are formed as needed. Standing Committees bring recommendations to the Committee of the Whole for consideration.

1. Admissions Committee - BSN Nursing Program

Purpose
Review applications to the BSN program and make admission decisions based upon published criteria approved by faculty.

Functions
a. Maintain knowledge of current trends, research, and other pertinent information regarding admission, retention, progression, and graduation in BSN nursing education.
b. Coordinate and monitor the nursing program’s admission policies and procedures as they relate to:
   • Attrition trends and characteristics
   • North Carolina Board of Nursing Education Rules
   • Commission on Collegiate Nursing Education accreditation criteria
c. Collaborate with other nursing faculty committees as appropriate
d. Serve as a study and resource committee regarding admission matters and make recommendations to nursing faculty for final approval as indicated.
e. Work with Admissions Office and Advising Center regarding admission criteria and nursing student applications.
f. Communicate appropriately to accepted and non-accepted applicants.
g. In collaboration with the Director of Academic Support and Program Compliance, review applicant health records and other required admission items for completeness, and conduct appropriate follow-up for questionable records.

Membership
The Committee shall be composed of a minimum of three full-time nursing faculty members. The Chair of the Department of Nursing will serve as an ex-officio member. The Admissions Committee shall meet a minimum of once per semester with other meetings being scheduled as needed.
2. Curriculum Committee

**Purpose**
Oversee curriculum issues related to the nursing programs. Ensure the integrity of the total curriculum according to professional and regulatory guidelines and accreditation criteria.

**Functions**
- Periodically evaluate non-nursing, prerequisite and support courses and suggest changes as warranted to the BSN or MSN Faculty Organization.
- Review all course syllabi annually for consistency with philosophy, program outcomes, level objectives and conceptual frameworks and suggest changes as warranted to the BSN or MSN Faculty Organization.
- Review course evaluation instruments and processes to ensure standards for measuring educational quality are being met.
- Collect and review data related to curriculum outcome measures. Propose recommendations for continuing quality improvement of curricula to the Faculty Organization.

**Membership**
The committee shall be comprised of four (4) faculty members, from different specialty areas when possible, and two (2) student representatives. Students are voting members of the committee. All part time faculty are invited and encouraged to attend but will have no voting rights. The Department chair serves as an ex-officio, non-voting member.

3. Program Evaluation Committee

**Purpose**
To oversee the comprehensive program evaluation for the Department of Nursing.

**Functions**
- Review and revise the program evaluation plan considering CCNE, NCBON, and SACS criteria.
- Monitor the evaluation process to ensure that individuals/committees/groups responsible for the plan are implementing the plan as designated.
- Ensure that outcome data as indicated in the plan are being obtained, trended, and results used for continuing quality improvement.

**Membership**
The committee shall be composed of three faculty members. All faculty are invited to attend but will not have voting rights. The department chair may serve as either the Chair of the committee or an ex officio member. The committee shall meet a minimum of two times each semester.
4. MSN Committee

**Purpose**
Review applications to the MSN program and make admission decisions based upon published criteria approved by faculty. Responsibilities include activities related to the MSN program.

**Functions**
- Maintain knowledge of current trends, research, and other pertinent information regarding admission, retention, progression, and graduation in MSN nursing education.
- Coordinate and monitor the nursing program’s admission policies and procedures as they relate to:
  - Attrition trends and characteristics.
  - Commission on Collegiate Nursing Education accreditation criteria.
- Collaborate with other nursing faculty committees as appropriate.
- Serve as a study and resource committee regarding admission matters and making recommendations to nursing faculty for final approval as indicated.
- Work with Admissions Office, Distance Education, Graduate School, and Advising Center regarding admission criteria and student applications.
- Communicate appropriately to accepted and non-accepted applicant.
- Review applicant health records and other required admission items for completeness, and conduct appropriate follow-up for questionable records.
- Other duties as needed.

**Membership**
The Committee shall be composed of a minimum of four full-time nursing faculty members. The Chair of the Department of Nursing will serve as an ex-officio member. The MSN Committee shall meet a minimum of once per semester with other meetings being scheduled as needed.

5. Student Affairs Committee

**Purpose**
Functions as a liaison for communication between and among students and faculty and facilitates activities related to opportunities for scholarship, honors, and awards for nursing students.

**Functions**
- Review applications and recommend to faculty undergraduate or graduate students for scholarships and awards.
- Facilitate and encourage student membership in professional nursing organizations.
- Coordinate the planning for pinning and other special ceremonies for nursing students.
- Organize focus group interviews for all nursing students.
e. Work with the Program Directors and Director of Academic Support & Program Compliance to support the coordination of open houses and recruiting events.
f. Secure student representation for designated committees.
g. Report to the Faculty Organization matters related to student affairs and make recommendations as appropriate.
h. Monitor and update the Program Evaluation Plan for outcomes related to student affairs.
i. Provide input to the Student Handbooks.

Membership
The committee shall be composed of three (3) faculty members, one (1) student representative from the BSN program, one (1) student representative from the RN to BSN program, and (1) student from the MSN program. Students are voting members of the committee. The Department Chair serves as an ex-officio, non-voting member.

6. Faculty Development and Wellness Committee

Purpose
Informs faculty members of opportunities to continue their professional development, ensures adequacy of library holdings, contributes information to the ASU nursing website.

Functions
a. Conduct periodic review of library holdings to determine adequacy and make recommendations to library for new acquisitions.
b. Contribute information to the nursing website.
c. Disseminate to faculty information regarding faculty development offerings.
d. Collect, monitor and update the Program Evaluation Plan for outcomes related to faculty development instructional resources.
e. Plan continuing education offerings for community.
f. Contribute information to the Faculty Handbook.

Membership
The committee shall be composed of two faculty members. The Department Chair serves as an ex-officio, non-voting member.
Article VIII. Adoption, Review, or Change of the By-Laws:
Articles or portions of the articles of the By-Laws may be adopted, reviewed, or changed by a two-thirds vote of the faculty eligible to vote and present at the meeting. If a motion to change the By-Laws comes before the Committee of the Whole, there must first be a discussion of the proposed changes and then the vote cannot be taken until the meeting after the proposed changes are read.

Adopted: June 11, 2007
Amended: June 28, 2011
Amended: October, 2012
Amended: October 2013
Amended April 2015
Amended September 2017
II. FACULTY: POSITION DESCRIPTIONS, RANK, PROMOTION & TENURE
NEW FACULTY ORIENTATION

New faculty members receive an orientation to ASU conducted at the beginning of fall semester by Academic Affairs. Faculty are also oriented to the Department and complete the New Faculty Orientation Checklist (see Appendix A-1). In addition, they are responsible for reviewing the *ASU Faculty Handbook* and being familiar with the policies therein.

FACULTY RETENTION AND PROMOTION

An annual performance evaluation of each full-time and part-time faculty member is conducted in accordance with the *ASU Faculty Handbook* (see Appendix A-2 for Faculty Evaluation Form and Appendix A-3 for Criteria for Reappointment, Promotion and Tenure Faculty Annual Evaluation). Part-time faculty members are evaluated by the Department Chair and/or the Director of the BSN Program and/or the Director of the MSN Program at the completion of their contracts. The Department Chair, as part of the faculty orientation process, will review the faculty tripartite role, tenure, promotion in rank, and salary increases/adjustments. Five members of the faculty serve as the Departmental Personnel Committee (DPC) in reviewing promotion/tenure recommendations. Faculty also have the opportunity to evaluate the Department Chair annually (Appendix A-4).

PEER REVIEW

The Department of Nursing adopted a peer review process of teaching in order to improve faculty teaching performance as well as to provide information necessary for tenure, promotion, and merit increases. This process was approved during the Fall semester of 2007 and implemented in the Spring semester of 2008. The process was modified to a satisfactory/unsatisfactory rating with peer discussion in spring 2014. The peer review results are used for both formative and summative reviews of teaching by all faculty members. The information collected is a part of the faculty personnel file (Appendix A-6).

FACULTY REQUIREMENTS

All faculty members are responsible for insuring that documentation of the following requirements are submitted on an annual and as needed basis to the Director of Academic Support and Program Compliance for the maintenance of complete and up to date records. The items delineated below may be requested by and shared with clinical facilities/agencies.

1. **North Carolina Registered Nurse License**
   Each faculty member is responsible for validation of her/his North Carolina (or compact state) license as a Registered Nurse. This includes a print out of the current validation from the NC Board of Nursing website. This must be submitted to the Nursing Department Chair prior to employment and upon renewal.
2. **Professional Liability Insurance**
   Each faculty member is responsible for securing and maintaining professional liability insurance coverage (minimum 1,000,000/3,000,000).

3. **Current AHA Healthcare Provider CPR certification**

4. **Immunizations**
   a. MMR: 2 doses or positive titer,
   b. PPD: verification of completion of two step PPD and subsequent annual testing. Submission of results of a current Quantiferon Gold Blood test is accepted. For those with a positive PPD, the completed TB questionnaire and supporting documentation is acceptable.
   c. DPT; 3 doses and a booster Tdap administered after the release date of 2005. A TD booster is required if the Tdap is ≥10 years unless required sooner due to injury,
   d. Hepatitis B: a series of 3 vaccines and a positive blood titer. Should the titer be negative or equivocal the faculty must repeat the three doses series (according to the CDC schedule and titer). Faculty may sign a declination form.
   e. Varicella: 2 doses of the vaccine or a positive titer
   f. Flu vaccination annually

   **Immunizations Revised 5/11/17**

5. **Criminal Background Check**
   Required on all new hires by the University. Employee needs to request a copy of the report be sent to the Director of Academic Support and Program Compliance (DASPC) for his/her file and submitted to agencies/facilities upon request. In addition agencies may require a more recent background check (eg within 6 months).

6. **Drug Screen**
   If required by the facilities. Some agencies enforce a “within the last 30 days” regulation. A 12-panel drug screen is required by some affiliated facilities. If applicable, individual faculty members will be advised by the DASPC.

7. **Annual HIPAA and Bloodborne Pathogens Education**
   Updated education regarding HIPAA and Bloodborne Pathogens will be provided to the faculty upon hiring and will be renewed annually as part of the department compliance program. Documentation of completion will be placed in the employee’s departmental personnel file.

8. **Office Hours/Weekly Schedule/Off Campus**
   Full-time faculty members are expected to maintain a minimum of 7 (virtual or actual) office hours per week. The office hours and weekly schedule for the semester are to be posted on the faculty member’s office door with a copy given
to the Department Chair. Office hours are to be convenient for students. Recognizing the characteristics of the RN to BSN and MSN students who are mostly working full-time and living off campus, faculty will make every effort to accommodate these students whenever possible.

9. Student Advising and Mentoring
Every student who is accepted into an ASU nursing program is assigned a faculty advisor by the Department Chair, according to academic cohorts. The faculty member will be available to the student for guidance. The advisor will serve as a mentor and as a source of information regarding the policies of the Department of Nursing. Advisors may utilize Degree Works, the online student advising system to enter advising notes electronically.

Students are ultimately responsible for appropriate registration and for the completion of all graduation requirements, including applying for graduation.

PROFESSIONAL DEVELOPMENT

Non-doctoral faculty members are encouraged to complete a terminal degree. All faculty members are allocated funds for continuing education to meet program and/or individual professional development needs. Each faculty member has the responsibility to stay abreast of development in her/his area of faculty responsibility. A request for continuing education must be submitted in advance to the Department Chair. Each faculty member is responsible for arranging coverage for class and/or clinical responsibilities. Upon return from the continuing education activity, the faculty member has the responsibility to share the information with other colleagues.

ASU encourages all faculty members to attend seminars, conferences, and meetings as part of their professional growth and development. Additionally, faculty members are encouraged to make professional presentations.

STATE VEHICLE USE

Faculty may request the use of a state car when traveling off campus for teaching or other ASU business. If faculty members prefer to drive their own car, they will be reimbursed according to the current university mileage rate. Travel will also be compensated for special travel as designated and/or approved by the Department Chair.

PARTICIPATION IN UNIVERSITY AND NURSING DEPARTMENT FUNCTIONS

All full-time faculty members are expected to participate in graduation, convocation, pinning ceremonies, faculty retreats, and other relevant University, College, and Departmental activities. Faculty members are required to wear full academic regalia for ASU graduation. All faculty members serve on the departmental committees, as well as University committees as assigned.
POSITION DESCRIPTION

DEPARTMENTAL CHAIR

Departments are integrally related to their colleges and to the total University and at the same time are separate units with viable and justifiable functions all their own. A given department must, therefore, be well organized to function properly within the full life of the academic community and within its own special commitment.

Each department must provide the setting in which competent persons are able to realize their professional capabilities and make their most creative contributions to their students, colleagues, and society. Members of the department should experience freedom, have the power to articulate goals, and accept accountability to themselves, to others, and to the scholarly discipline in which they work.

Description:
The Nursing Department Chairperson is a registered professional nurse who is responsible for developing, coordinating, and administering the BSN and MSN programs. In addition, this person will provide leadership in developing and managing additional new programs as directed. The Chair reports to the Dean, Beaver College of Health Sciences.

Qualifications:
A doctorate in Nursing or closely related field and an unencumbered RN License in North Carolina or a compact state is required. A department chair must provide evidence of effective teaching and high quality scholarship with a minimum of two years’ experience in direct patient care and two years’ experience in full time teaching in a baccalaureate nursing program.

Responsibilities:

1. Participate in the development of University policies and be responsible for their communication and implementation at the department level.
2. Communicate the needs of the department (personnel, space, fiscal) to the appropriate administrative units.
3. Serve as an advocate for the department and represent the department in the University, the community, to appropriate external agencies, and at meetings of learned and professional societies.
4. Prepare an annual report to the Chancellor in consultation with the faculty of the department.
5. Provide leadership in the recruitment and appointment of faculty members.
6. Arrange effective and equitable distribution of faculty responsibilities, including teaching duties and committee assignments within the department.
7. Evaluate and counsel with all departmental faculty members concerning the performance of their duties.
8. Encourage and support good teaching, scholarly activity, and professional development with the department.
9. Initiate, in consultation with the departmental personnel committee, recommendations for appointment, reappointment, promotion, tenure, and dismissal in accordance with the University and college policy.
10. Endeavor to maintain faculty morale by reducing, resolving, or preventing conflicts.
11. Make salary recommendations in accordance with University and college guidelines.
12. Organize and coordinate the departmental faculty and staff in developing, implementing, and evaluating short and long-range departmental goals, objectives, standards and programs.
13. Work with the faculty to develop standards, curricula, and procedures which provide adequate preparation of graduates for professional or further academic endeavor.
14. Provide for appropriate advisement of students majoring in the department.
15. Provide leadership in supporting equality of opportunity and the protections available to members of the University community under all applicable laws.
16. Manage the departmental resources, including the budget, in accordance with the college and University guidelines.
17. Participate in planning capital improvements and maintenance of physical facilities.
18. Endeavor to secure and maintain adequate supplies, materials, and equipment for the department.
19. Supervise the departmental support staff.
20. Engages in other appropriate professional activities
21. Develops and maintains productive relationships with external constituencies
22. Provides administration of facilities, personnel, and budget
23. Provides leadership in consonance with the University’s mission
24. Advocates for Nursing in the academic environment
25. Cooperates in the development of other health related degrees and programming
26. Coordinates and monitors continuous program quality improvement (along with faculty) according to the Southern Association of Colleges and Schools (SACS) and the Commission on Collegiate Nursing Education (CCNE) guidelines
27. Conducts annual performance evaluation for faculty and administrative assistant
28. Negotiates with clinical agencies to prepare students to meet program outcomes and advance the mission of the University and Department of Nursing
29. Participates in the recruitment and advising of students
30. Develops and implements (along with faculty) new programs in nursing
31. Schedules and chairs departmental meetings

DEPARTMENTAL ASSISTANT CHAIR

If a department has an assistant chair, that person will receive an initial term of up to three years in accordance with the Departmental Assistant Chair policy. Subsequent
terms may be approved in accordance with the Departmental Assistant Chair policy. Review of the assistant chair will follow the Departmental Assistant Chair policy. Every department with an assistant chair must develop a departmental assistant chair policy, approved by the department (see Article II, Section 2 of the Faculty Constitution). It is the general responsibility of the assistant chair to work with the department chair to guide the department toward its goals. It is the specific responsibility of the assistant chair to:

1. Represent the departmental chair in the chair’s absence.
2. Serve as the departmental representative on University Committees as needed.
3. Provide faculty with another level of administrative communication.
4. Communicate with the departmental chair concerning departmental business and the assistant chair’s responsibilities.
5. The departmental chair, as determined by the departmental assistant chair policy, may assign other duties.

Adopted: October 24, 2007
Amended: June 29, 2011
Reviewed: September 25, 2013
Amended: April 2015

UNDERGRADUATE PROGRAM DIRECTOR

General Description:
This position will fulfill responsibilities related to the Undergraduate Nursing Program (traditional BSN; RN to BSN) and works collaboratively with the Chair of Nursing, faculty, advisors, and administrative support personnel in the Nursing Department. This position also includes instructional responsibilities; teaching in the undergraduate program.

Responsible To:
Chair of Nursing

Requirements:
Doctoral or MSN degree in nursing with current licensure as a registered nurse in North Carolina.

Responsibilities:
The Undergraduate Program Director collaborates with the faculty and administration of the Department of Nursing and the Beaver College of Health Sciences to achieve the goals of the Department of Nursing. At the discretion of the Chair of Nursing the Undergraduate Director carries out the following functions:

1. Provides leadership for program and curriculum development, implementation, and evaluation of the undergraduate programs.
2. Provides leadership in advisement, recruitment, and retention activities.
3. Initiates or oversees documentation of curricular information and policy changes related to the undergraduate programs.
4. Serves on standing committees in the Department (such as curriculum; program evaluation) and task forces as assigned.
5. Coordinates activities of levels and course coordinators in the nursing major.
6. Collaborates with the Chair of Nursing regarding class schedule for UG program each academic term.
7. Collaborates closely with admissions and advisement offices to assure seamless admissions/progression in the nursing major.
8. Implements BCHS and university policies and procedures with registration, enrollment, and graduation.
9. Assumes a leadership role in addressing student issues, requests, concerns, and appeals.
10. Assures that experiential and other learning requirements are correctly communicated to students.
11. Facilitates use of technology and best practices in course offerings.
12. Refers faculty, student, and clinical agency concerns to the Chair of Nursing.
13. Maintains current knowledge of nursing and other accreditation requirements and standards; assures faculty and staff are well informed of requirements.
14. In conjunction with departmental faculty and Chair, assures that the UG program maintains compliance with accreditation standards.
15. Prepares accreditation documentation (including self-study) accurately and on time.
16. Fosters public relations within the ASU university community, the nursing community, and among healthcare stakeholders including providers, consumers, and organizations.
17. Represents the program to nursing education and other communities at local, state, and national professional meetings/functions.
18. Performs other duties as assigned by the Chair of Nursing.

Adopted: April 2016

GRADUATE PROGRAM DIRECTOR

General Description:
This position will fulfill responsibilities related to the MSN in Nursing Program and works collaboratively with the Chair of Nursing, faculty, advisors, and administrative support personnel in the Department of Nursing. This position also includes instructional responsibilities; teaching in the MSN program.

Responsible To:
Chair of Nursing

Requirements:
Doctoral degree in nursing or a related discipline with current licensure as a registered nurse in North Carolina.

Responsibilities:
The Graduate Program Director collaborates with the faculty and administration of the Department of Nursing and the Beaver College of Health Sciences to achieve the goals of the Department of Nursing. At the discretion of the Chair of Nursing, the Graduate Program Director carries out the following functions:

1. Provides leadership for program and curriculum development, implementation, and evaluation of the MSN program.
2. Provides leadership in advisement, recruitment, and retention activities.
3. Initiates or oversees documentation of curricular information and policy changes related to the MSN program.
4. Serves on standing committees in the Department (such as curriculum; program evaluation) and task forces as assigned.
5. Coordinates activities of course coordinators in the nursing major.
6. Collaborates with the Chair of Nursing regarding class schedule for MSN program each academic term.
7. Collaborates closely with admissions and advisement offices to assure seamless admissions/progression in the nursing major.
8. Implements BCHS and university policies and procedures with registration, enrollment, and graduation.
9. Assumes a leadership role in addressing student issues, requests, concerns, and appeals.
10. Assures that experiential and other learning requirements are correctly communicated to students.
11. Facilitates use of technology and best practices in course offerings.
12. Refers faculty, student, and clinical agency concerns to the Chair of Nursing.
13. Maintains current knowledge of nursing and other accreditation requirements and standards; assures faculty and staff are well informed of requirements.
14. In conjunction with departmental faculty and Chair, assures that the MSN program maintains compliance with accreditation standards.
15. Prepares accreditation documentation (including self-study) accurately and on time.
16. Fosters public relations within the ASU university community, the nursing community, and among healthcare stakeholders including providers, consumers, and organizations.
17. Represents the program to nursing education and other communities at local, state, and national professional meetings/functions.
18. Performs other duties as assigned by the Chair of Nursing.

ADOPTED: April 2016

ADMINISTRATIVE ASSISTANT

1. Reports directly to the Chair and provides services to faculty, Advisory Committees, and task forces associated with the department
2. Responsible for program support for face to face and online programming
3. Compiles and disseminates data related to the BSN program, MSN program and the department, including policies, procedures, and other program resources
4. Is knowledgeable of all Banner Student Services

ADOPTED: April 2016
5. Responsible for all personnel actions, including but not limited to personnel requisitions, time sheets, contracts, payroll, and employment forms.
6. Record management for entire department, i.e., electronic databases
7. Serves as liaison between Department of Nursing Chair and faculty, students, clients, federal/state authorities, university departments and administration, and the community, including but not limited to healthcare providers, agencies, and organizations
8. Responsible for establishing, posting, tracking, and reporting all budgets associated with the department, including state budgets, grants and contracts; will monitor accounts and provide Chair with up-to-date information
9. Responsible for travel requests and reimbursements
10. Responsible for purchase requisitions and reconciliations
11. Responsible for assisting with grant applications
12. Responsible for maintaining calendar of activities for the department.
13. Organizes and implements the administrative support for the department.
14. Performs as office manager for the BSN and MSN program
15. An active participant in project planning for the program
16. Responsible for scheduling conferences, workshops, and meetings
17. Responsible for development and organization of administrative functions
18. Responsible for frequent review of data, extensive computer records, faxes and other documents
19. Provides accurate information on all facets of Appalachian State University operations
20. Ensures a high level of visual attention to details and the ability to mentally focus on multiple tasks simultaneously
21. Responsible for maintaining a safe work environment, in accordance with University Policies and Procedures

Amended April 2015

PROFESSOR

Description:
Professors within the Department of Nursing assist the Department Chairperson in the development and continuous program quality improvement of the BSN and/or MSN programs. This includes student recruitment, advising, curriculum development, program evaluation and revision, and other matters that support the mission of the University and Department of Nursing.

Qualifications:
1. A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred.
2. At least ten years of appropriate experience; recognized skill in teaching, evidence of at least one of the following: outstanding accomplishment in research or outstanding accomplishment in professional service to the University and/or to the public.
3. Willingness to participate in institutional affairs. Must hold an unencumbered RN license in North Carolina or a compact state.
Responsibilities:

1. Teaching
   a. Assumes responsibility for classroom and clinical instruction
   b. Serves as an academic advisor as assigned by the Department Chairperson
   c. Maintains a minimum of seven office hours per week
   d. Utilizes appropriate modes of educational delivery
   e. Assists in the development and ongoing evaluation of the nursing curriculum
   f. Maintains knowledge in the discipline
   g. Measures appropriately student performance
   h. Elicits student feedback through course evaluation and focus group discussion in order to improve teaching effectiveness

2. Scholarship
   a. Engages in scholarly, creative activities that promote professional growth
   b. Participates in continuing education workshops that enhance teaching/professional competence
   c. Applies research findings as well as existing knowledge for evidence-based practice for self and student

3. Service
   a. Assists in new program development and evaluation
   b. Participates in accreditation process (CCNE)
   c. Serves on Nursing Department and University committees
   d. Serves as a member of the ASU Department of Nursing Advisory Board
   e. Participates in service activities in the department, University, profession, and community

ASSOCIATE PROFESSOR

Description:
Associate Professors within the Department of Nursing assist the Department Chairperson in the development and continuous program quality improvement of the BSN and or MSN programs. This includes student recruitment, advising, curriculum development, program evaluation and revision, and other matters that support the mission of the University and Department of Nursing.

Qualifications:
1. A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred.
2. At least five years of appropriate experience; recognized skill in teaching, evidence of at least one of the following: recognized accomplishment in research or recognized accomplishment in professional service to the University and/or to the public.
3. Willingness to participate in institutional affairs.
4. Must hold an unencumbered RN license in North Carolina or a compact state.

Responsibilities:
1. Teaching
   a. Assumes responsibility for classroom and clinical instruction
   b. Serves as an academic advisor as assigned by the Department Chairperson
   c. Maintains a minimum of seven office hours per week
   d. Utilizes appropriate modes of educational delivery
   e. Assists in the development and ongoing evaluation of the nursing curriculum
   f. Maintains knowledge in the discipline
   g. Measures appropriately student performance
   h. Elicits student feedback through course evaluation and focus group discussion in order to improve teaching effectiveness

2. Scholarship
   a. Engages in scholarly, creative activities that promote professional growth
   b. Participates in continuing education workshops that enhance teaching/professional competence
   c. Applies research findings as well as existing knowledge for evidence-based practice for self and student

3. Service
   a. Assists in new program development and evaluation
   b. Participates in accreditation process (CCNE)
   c. Serves on Nursing Department and University committees
   d. Serves as a member of the ASU Department of Nursing Advisory Board
   e. Participates in service activities in the department, University, profession, and community.

ASSISTANT PROFESSOR

Description:
Assistant Professors within the Department of Nursing assist the Department Chairperson in the development and continuous program quality improvement of the BSN and/or MSN program. This includes student recruitment, advising, curriculum development, program evaluation and revision, and other matters that support the mission of the University and Department of Nursing.

Qualifications:
1. A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred.
2. A minimum of two years teaching experience is desirable.
3. Demonstrated ability in teaching.
4. Evidence of ability in at least one of the following: research or professional service to the University and/or public.
5. Willingness to participate in institutional affairs. Must hold an unencumbered RN license in North Carolina or a compact state.
6. A minimum of two years’ experience in direct patient care.

**Responsibilities:**

1. Teaching
   a. Assumes responsibility for classroom and clinical instruction
   b. Serves as an academic advisor as assigned by the Department Chairperson
   c. Maintains a minimum of seven office hours per week
   d. Utilizes appropriate modes of educational delivery
   e. Assists in the development and ongoing evaluation of the nursing curriculum
   f. Maintains knowledge in the discipline. Measures appropriately student performance
   g. Elicits student feedback through course evaluation and focus group discussion in order to improve teaching effectiveness

2. Scholarship
   a. Engages in scholarly, creative activities that promote professional growth
   b. Participates in continuing education workshops that enhance teaching/professional competence
   c. Applies research findings as well as existing knowledge for evidence-based practice for self and student

4. Service
   a. Assists in new program development and evaluation
   b. Participates in accreditation process (CCNE)
   c. Serves on Nursing Department and University committees
   d. Serves as a member of the ASU Department of Nursing Advisory Board
   e. Participates in service activities in the department, University, profession, and community

**CLINICAL FACULTY**

**Description:**

The primary responsibilities of clinical faculty are clinical education and service. Clinical faculty must be qualified as defined by professional/discipline standards, have practical experience appropriate for the responsibilities assigned, and must maintain appropriate professional credentials. Clinical faculty have the opportunity to advance in rank based on a combination of length of service and meritorious service. However, advancement in rank is not required for reappointment. Such appointments are eligible for benefits as allowed by the State of North Carolina. Appointments of special faculty members shall
be recommended by search committees or DPCs as determined by the departmental faculty. Recommendations for promotions for special faculty members shall be the responsibility of DPCs.

Qualifications:
1. A master’s degree from an accredited institution in an appropriate field and appropriate field and appropriate licensures and certifications; and
2. Demonstrated ability in clinical/professional practice; and
3. Demonstrated ability to perform teaching duties associated with the position; and
4. Demonstrated willingness to assist the unit in meeting its needs for clinical/professional services.

Responsibilities:
1. Teaching
   a. Assumes responsibility for classroom and clinical instruction.
   b. Serves as an academic advisor as assigned by the Department Chairperson.
   c. Maintains a minimum of seven office hours per week.
   d. Involved in curriculum development and evaluation.
   e. Develops instructional material for assigned courses.
   f. Maintains knowledge in the discipline.
   g. Measures appropriately student performance.
   h. Elicits student feedback through course evaluations and focus group discussion in order to improve teaching effectiveness.

2. Scholarship
   a. Engages in scholarly, creative activities that promote professional growth.
   b. Participates in continuing education workshops that enhance teaching/professional competence.
   c. Applies research findings as well as existing knowledge for evidence-based practice.

3. Service
   a. Assists in new program development and evaluation.
   b. Participates in accreditation process (CCNE).
   c. Serves on Nursing Department and University Committees.
   d. Serves as a member of the ASU Department of Nursing Advisory Board.
   e. Participates in service activities in the department, University, profession, and community.
   f. Participates in student recruitment activities.

Adopted 12/3/07,
Reviewed 9/25/13, April 2015
PART-TIME CLINICAL NURSING FACULTY

Description:
Adjunct Clinical Faculty in the Department of Nursing at Appalachian State University work under the guidance and direction of the course coordinator, Director of the BSN Program, and Department Chairperson. Part-time Clinical Faculty create positive learning environments for students in accordance with the educational objectives of the course and implement the policies identified in the course syllabus to ensure the successful achievement of course objectives.

Qualifications:
A professional nurse with a master’s degree in nursing from an accredited institution is preferred. A BSN degree is required. Prior to, or within the first three years of employment, have preparation in teaching and learning principles for adult education, including curriculum development, implementation, and evaluation. Possess, at a minimum, two calendar years or the equivalent of full time clinical experience as a registered nurse. Clinical expertise or education in a specialty area – maternal/child, medical/surgical, mental health, critical care. Excellent clinical and communication skills. Teaching experience preferred. Current unrestricted and unencumbered RN license in North Carolina or compact state.

Responsibilities:

1. Knowledgeable about the goals and outcomes of the BSN program as well as specific course(s) being taught.
2. Directs the learning of students in clinical settings.
3. Plans student assignments in accordance with clinical agency representatives.
4. Reviews written assignments and provides appropriate, timely, written feedback.
5. Documents student progress on appropriate forms.
6. Conducts formative and summative evaluations according to program policies and guidelines.
7. Completes a formal, written midterm and final evaluation on a designated form for each student.
8. Notifies course coordinator of at-risk students, unusual occurrences, and student performance issues impacting patient safety, in the clinical setting, as soon as identified.
9. Attends BSN faculty meetings as appropriate to provide input and feedback for curriculum evaluation and/or revision.
10. Maintains required competencies as determined by Appalachian State University, the Department of Nursing and North Carolina (or compact state) Board of Nursing.

Approved: 4/1/09
DIRECTOR OF ACADEMIC SUPPORT AND PROGRAM COMPLIANCE

Description:
The Director of Academic Support and Program Compliance at Appalachian State University is a 12-month, fulltime, EPA professional position. This individual works under the guidance and direction of the Chair of the Department of Nursing. Primary responsibilities for this position will include coordination and administration of both the on and off campus clinical sites and affiliation agreements with facilities/agencies and will function as liaison with the ASU Department of the Office of Legal Counsel for these and program policy matters; coordination and evaluation of nursing programs and student/faculty compliance with facility/agency, regulatory and accrediting bodies (SACS, CCNE, Joint Commission, NCBON, individual facilities/agencies) requirements; coordination and direction of program application/advising process, and coordination/provision of recruitment, orientation and transfer advisement for pre-licensure BSN students; designs and delivers marketing materials, recruitment events, professional certification workshops and seminars for faculty, current and prospective students in all majors.

Qualifications:
1. A registered nurse with an unrestricted and unencumbered RN license in North Carolina or compact state;
2. A minimum of ten years of nursing/management experience with knowledge and experience with regulatory (NC Board of Nursing) and accreditation (SACS, CCNE, and Joint Commission) requirements; is a certified instructor for American Heart Association Basic Life Support for Healthcare Provider (AHA HCP-BLS).
3. A Bachelor of Science in Nursing degree.
4. Demonstrated success in working effectively with nursing education, clinical agencies, community and public health, and other related health care providers and agencies.
5. Excellent communication skills.

Responsibilities and Duties:

1. Develop and deliver professional development/certification workshops and seminars to nursing faculty and students in areas including, but not limited to: AHA HCP-BLS, HIPAA, OSHA and Bloodborne Pathogens, and De-Escalation of Disruptive Behaviors and compliance issues
2. Develop policies to support compliance with current guidelines from above mentioned regulatory and accreditation bodies.
3. Ensure that all nursing student/faculty records comply with accreditation and clinical agency guidelines, including, but not limited to, criminal background checks, drug screens and immunizations. Counsel students who have positive or questionable results in those areas.
4. Serve as an ex-officio member of the BSN Admissions Committee and audit records of prospective and continuing students in all programs to ensure that they meet NCBON, CCNE, and Department of Nursing requirements.
5. Develop, establish and monitor new and existing nursing clinical education sites; negotiate education placements with external agencies for nursing students.
6. Develop and maintain processes and tools to elicit and analyze data related to matters of compliance and work directly with clinical agencies to provide required information/documentation to verify student/clinical faculty compliance with agency regulations.

7. Provide program evaluation support by eliciting, monitoring, evaluating and reporting program outcomes through student, alumni and employer surveys.

8. Provide direction and leadership for BSN student (prelicensure and RN-BSN) services, including recruitment, admissions, orientation, advisement and compliance issues.

9. Provide compliance oversight for graduate students (ASU students and those from other graduate Nursing programs precepting with ASU faculty).

10. Provide compliance oversight for faculty and staff.

11. Develops and delivers marketing materials in print and at recruiting events.

CLINICAL PRECEPTOR

Description:
A preceptorship is a planned experience for a specific nursing clinical course. Preceptor is defined as a registered nurse, who functions in a role which enhances nursing students’ learning experience; and is not a substitute or replacement for nurse faculty. The preceptor is an experienced professional and practitioner with an interest in and commitment to teaching. The nursing faculty member or members are responsible for facilitating the accomplishment of course and program objectives. The preceptorship is incorporated into a student’s clinical experience and occurs in a clinical agency with which the Department of Nursing has a clinical agreement. The goal is to use education, clinical experiences, and expertise to facilitate the achievement of student learning outcomes. (Appendix G).

Qualifications:
1. Be an employee of an agency with a clinical agreement with the ASU Department of Nursing.
2. Not be the direct supervisor of the student in an employed position
3. Hold a BSN or higher degree for at least two years or RN with a strong clinical background.
4. Express a willingness to serve in the role of preceptor.
5. Collaborate with the student to arrange coordinated schedules for the learning experience
6. Serve as a resource for clinical activities.
7. Serve as a role model for professional nursing practice.

Preceptor Responsibilities:

1. Provide the Department of Nursing evidence that she/he is an RN with a current unrestricted North Carolina RN license and has been in their current position for a minimum of two years.
2. Agree to serve as a role model, resource person, and to provide direct supervision and guidance for a preceptee for the entire clinical experiences.
3. Complete a preceptor orientation provided by ASU Department of Nursing.
4. Collaborate with nursing faculty and student based on course objectives and course requirements to ensure there is a quality learning experience.
5. Plan and/or schedule the learning experiences guided by the specific clinical objectives and overall nursing course objectives and agency policies and procedures.
6. Guide, supervise and instruct the student as appropriate in the learning setting.
7. Participate with nursing faculty in providing the student with formative and summative evaluation recognizing that faculty retains final authority and responsibility.
8. Encourage increasing levels of responsibility by the student in providing patient care as appropriate.
9. Coordinate with course faculty the resources and support deemed appropriate for the learning experience.
III. CURRICULUM & TEACHING-LEARNING PRACTICES
DEGREES OFFERED

The Department of Nursing offers two degrees the Bachelor of Science of Nursing (BSN) and the Master of Science in Nursing (MSN). There are two avenues to achieving the BSN degree: the BSN prelicensure nursing program and the Registered Nurse (RN) to BSN program.

BACHELOR OF SCIENCE IN NURSING (BSN)
(Pre-licensure program)

CURRICULUM

The Bachelor of Science in Nursing (BSN) program is for students who have the educational goal of obtaining the BSN degree in order to be eligible to sit for the National Council Licensing Examination (NCLEX) to become a registered nurse (RN). The Appalachian State University Bachelor of Science in Nursing degree (Pre-licensure program) is accredited by the Commission on Collegiate Nursing Education (CCNE). The Pre-licensure BSN program is designed to provide an undergraduate student the opportunity to earn a Bachelor of Science degree in Nursing (BSN), leading to licensure as a Registered nurse.

The curriculum is derived from the mission, philosophy, goals, and expected outcomes of the Appalachian State University Department of Nursing. Program outcomes are consistent with professional nursing standards and guidelines. The mission, philosophy, goals and expected program outcomes were developed, revised, and implemented by the entire nursing faculty; they were officially adopted in April 2007 and have been revised as needed since then.

From its inception, the program incorporated concepts from four professional nursing standards and guidelines (The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 1998); Scope and Standards of Clinical Practice (ANA, 2004); the Code of Ethics for Nurses with Interpretive Statements (ANA, 2015); and the Nursing Practice Act, State of North Carolina (2009) to provide the foundation and direction for the overall curriculum including the mission, philosophy, goals, and expected program outcomes.

The BSN program is structured from the simple to the complex, from wellness to complex alterations in health, and from caring for the individual to caring for families, groups, and communities. Each semester and level builds on knowledge gained in the previous semester and level.

ADMISSION TO THE BSN PROGRAM:

Students must be admitted to the University prior to applying for admission to the Bachelor of Science (BSN) degree program. Students may declare a major upon completion of 30 semester hours, including credit for ENG 1000 and UCO 1200 or equivalent courses; however students are not eligible to apply for admission to the upper division nursing major until 45 semester hours have been completed. The application
deadline for admission is the first day of the Spring semester. Acceptance into the Pre-
licensure BSN program is based on the student’s application, earned GPA, and academic
performance on selected preliminary course work. Scores from standardized tests may
also be considered when evaluating applicants.

Specific guidelines on admission requirements and application form are available on the
Department of Nursing website.

Acceptance to the University and completion of preliminary course work, GPA, and
standardized test scores do not guarantee admission to the BSN program. Admission of
students is a competitive process. Not all applicants who meet the requirements can be
accommodated; therefore, applicants whose credentials present the best qualifications for
those meeting the requirements will be selected.

BSN MAJOR: ADMISSION, PROGRESSION AND GRADUATION POLICIES

The Bachelor of Science in Nursing (BSN)
The purpose of this degree and accredited baccalaureate program is to prepare students who do
not yet possess a registered nursing license to practice as a generalist in a variety of healthcare
settings. In this pre-licensure program, students develop academic knowledge and skills for care of
individuals, families, and communities while also building a foundation for graduate nursing
education.

Admission Criteria

• Students must be admitted to the University and complete 44 semester hours of pre-requisite
  (general education) coursework prior to applying for admission to the Bachelor of Science
  (BSN) degree program.

• Students apply for admission between fall and spring semester of the sophomore year with
  the deadline for application submission by the first day of Spring Semester.

• Acceptance into the pre-licensure BSN program is competitive and based on the student’s
  application, interview process, and science and overall GPA. Specific guidelines on
  admission requirements and application form are available on the Department of Nursing
  website. Not all applicants who meet the requirements can be accommodated; therefore,
  applicants whose credentials present the best qualifications for those meeting the
  requirements will be selected.

Transfer Credit:

• All baccalaureate degrees granted by Appalachian require the completion of a minimum of
  50 semester hours at a senior college or university. (Note that credit awarded for credit by
  exam, military service, or “Life Experience” does not count as part of the required 50 hours.)

• All nursing courses must be taken at Appalachian. The Comprehensive Articulation
  Agreement (CAA) with NC community colleges will be followed in evaluating non-nursing
  credits from NC community colleges.

Progression Requirements
• Upon admittance, students must maintain:
  o current CPR certification at the healthcare provider level, American Heart Association.
  o yearly tuberculosis screening
  o all immunization requirements (annual flu vaccine, Tdap (every 10 years))
  o negative Drug Screen
  o approved Criminal Background Check

• To progress from one semester to the next, a student must:
  o achieve a grade of 77% or higher in each nursing didactic course.
  o achieve a grade of “satisfactory” in each nursing clinical course.
  o maintain a cumulative nursing GPA at least 2.5 at the end of the fall, junior semester and each semester thereafter.

Incomplete Courses
• If a student receives a grade of “incomplete” for a nursing course (didactic or clinical), the “incomplete” must be satisfied with a grade of 77% or higher before a student may progress to the next semester of nursing courses.
• Satisfaction of the incomplete coursework must occur no later than the end of the final grading period for the current term as noted on the official academic calendar (For example, incomplete grades for Spring and Summer terms are due by the last day to submit final grades in the following Fall term. Incomplete grades for Fall terms are due by the last day to submit final grades in the following Spring term)

Withdrawals
• Students who need to withdraw (i.e., discontinue all classes) for the current term or a future term must complete the online Enrollment Discontinuation Form (available in AppalNET/Web Self-Service under the Student tab). Completed form will automatically be forwarded to the Registrar’s Office for withdrawal processing. For withdrawal process questions, please contact the Registrar’s Office at (828) 262-2050 or registrar@appstate.edu.
• New undergraduate students who no longer plan to attend Appalachian, must also notify the Office of Admissions.
• Starting the first day of classes, discontinuing enrollment in all your classes is considered a withdrawal for the term. If the withdrawal occurs after the official last day to withdraw from the term (9th week of classes), there will be no refund and grade(s) will be recorded as “Withdrawal Failure” or “WF.” To find the last day to withdraw from the term, please refer to the academic calendar for that term.
• The Withdrawal Checklist [PDF] provides students with detailed information about necessary steps they need to take in the withdrawal process.
• Courses in the nursing program are taught only once a year and are sequential. Students who withdraw must communicate via email with the Chair of the Department of Nursing
(raymankm@appstate.edu), Program Director (bernardjs@appstate.edu), Director of Academic Support and Program Compliance (turpinrl@appstate.edu), and advisor (crumpmk@appstate.edu).

- ASU Student Health Service must approve medical withdrawals and readmissions. The student may need to provide supporting documentation from healthcare provider.
- Students who plan to return after withdrawing, must follow the university and Department of Nursing readmission policies.

Refund Policy

Information and/or questions regarding refunds can be found on the Office of Student Accounts website (or email them at studentaccounts.appstate.edu.)

Reduction of Class Schedule

- If students reduce their class schedules (drop some but not all courses) during the Drop/Add period (defined as the first five days of classes for a fall or spring term or the first two days of classes in a summer term), 100% of the difference in tuition and fees between the original and revised schedules will be credited to their accounts.
- Students who reduce their schedules (drop some but not all courses) after the Drop/Add period (defined as the first five days of classes for a fall or spring term or the first two days of classes in a summer term), will not be eligible for a refund.

Graduation Requirements

- The Bachelor of Science in Nursing (BSN) pre-licensure program consists of 126 semester hours. Of these, 44 semester hours are general education requirements. Major courses that are foundational and also satisfy the general education requirement include: CHE 1101, CHE 1110, CHE 1102, CHE 1120, NUT 2202, PHL 2000 or PHL 3015, PSY 1200 and SOC 1000.
- The remaining hours include the following courses: ES 2031, ES 2032, BIO 2200, PSY 2301, NUR 3121, NUR 3123, NUR 3300, NUR 3302, NUR 3040, NUR 3115, NUR 3400, NUR 3100, NUR 3110, NUR 3102, NUR 3112, NUR 3050, NUR 3450, NUR 3452, NUR 4110, NUR 4112, NUR 4124, NUR 4127, NUR 4128, NUR 4130, NUR 4145, NUR 4200, NUR 4210 and STT 1810.
- GPA Requirements: A grade of C or above is required for each course in the major. A grade of B- or higher is required in the Chemistry foundation courses, both Anatomy and Physiology courses, and Microbiology, and a grade of C or higher is required in the rest of the foundations courses.
- An overall GPA of 2.50 is required in nursing courses at the end of the junior year and every semester thereafter.
- The university does not specify time limits for completion of undergraduate degrees. However, nursing students who fail to achieve a “C (77%)” or higher in a nursing course cannot progress in the program, must reapply, and will be required to meet all admission standards. Readmission is a competitive process and is not guaranteed.
- Coursework is defined as “in residence” when registration is through the University. To graduate from Appalachian, an undergraduate student must complete the following in residence:
a minimum of eighteen (18) semester hours in the major and (if applicable) nine (9) semester hours in the minor
at least 25% of the credit hours required for the degree

Dismissal Policy
Students may be sanctioned or dismissed from the University for Just Cause (Appalachian State University Student Handbook: https://policy.appstate.edu/Policy_Manual). Students dismissed from the Nursing Department will receive notification via a formal letter from the Chair of the Department of Nursing with discussion of dismissal reason and eligibility for readmission, if applicable. Students may be disciplined or dismissed from the nursing program for:

- Non-compliance and/or violations of Appalachian State University and Department of Nursing policies and procedures.
- Non-compliance and/or violations of clinical agency policies and procedures.
- Non-compliance and/or violations of the North Carolina Nurse Practice Act and ANA's Code of Ethics.
- Failure to achieve a grade of at least "C" (77% or >) in a nursing (NUR) course and/or a summative grade of “Unsatisfactory” in a clinical course.
- Failure to pass a medication calculation test on the third attempt.
- Physical or emotional problems that interfere with the ability to safely practice nursing and do not respond to treatment within a reasonable time frame.
- Use of substances that interfere with the ability to practice safe nursing.

Dismissal Policy (Continued)
Students may be disciplined or dismissed from the nursing program for:

- Denial by the clinical agency for access due to criminal background results, positive drug screen or other outcomes that impact safe nursing practice.
- Clinical behavior that is unsafe, unprofessional, unethical and/or beyond student’s scope of practice (actions for which student has not been educated or authorized to perform).
- Uncivil behavior in classroom, lab, clinical or online settings directed toward patients, family members, significant others, visitors, students, faculty or other healthcare providers.
- Behavior that threatens the physical, emotional, mental or environmental safety of patients, family members or significant others, visitors, students, faculty or other healthcare providers.
- Excessive absences, tardies and/or incomplete assignments.

Permanent Dismissal
Students are NOT eligible for readmission if they:

- Receive a grade of lower than C- (74-76.99) in any one nursing course (D+, D, D-, or F)
- Receive a grade of C- (74-76.99) or lower in more than one nursing course.
- Have been readmitted to the nursing program previously.
- Do not comply with university, department of nursing, and clinical agency
policies and procedures.

- Engage in unsafe nursing practice.

Readmission

- **Students may seek readmission once if they:**
  
  o Receive a grade of C- (74-76.99) in one nursing course one time.
  
  o Receive a clinical grade of “Unsatisfactory” in one clinical course, one time.

- Application for readmission does not guarantee readmission.

- Students requesting readmission must submit a Letter of Appeal via email to the Chair of the Department of Nursing within four weeks of dismissal notification.

- Letter of Appeal must include:
  
  o Request for readmission
  
  o Factors that contributed to dismissal
  
  o Attempted remediation actions to prevent failure and/or dismissal.
  
  o Action plan for success including specific behaviors that will enhance learning if readmitted (decreased workhours, study group, testing accommodations).

- **The Chair of the Department of Nursing and the Admissions Committee will review the Letter of Appeal with consideration of:**
  
  o Student’s accountability for lack of success
  
  o Plans for future success
  
  o Nursing GPA, coursework and clinical performance
  
  o Number of absences/ tardy episodes in nursing courses over the semester

- The Admissions Committee may request a conference with the student.

- Recommendation of the Admission Committee regarding readmission will be forwarded to the Chair of the Department of Nursing for final approval.

- The Chair of the Nursing Department will inform the student in writing of a readmission decision, rationale, and instruction for next steps.

Readmission (Continued)

- Students readmitted will receive a developmental plan for success formulated by the Admissions Committee with input from faculty and advisor.

- This plan may include focused content review, auditing of nursing courses, and scheduled meetings with faculty and/or program director.

- The student must agree with and sign the developmental plan. This plan will be forwarded to the Program Director, academic advisor, and faculty mentor.

- Students who are not readmitted will be advised regarding options for change of major and directed to proper departments for new advising.

Revised 5/11/17, reviewed 7.19 jzv, jzv
# BSN CURRICULUM PLAN

## Freshman Year:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>S. H</th>
<th>COURSE</th>
<th>S. H</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 1101 Introductory Chemistry I</td>
<td>3</td>
<td>CHE 1102 Introductory Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 1110 Introductory Chemistry I Lab</td>
<td>1</td>
<td>CHE 1120 Introductory Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>RC 1000 Expository Writing</td>
<td>3</td>
<td>STT 1810 Basic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>4</td>
<td>PSY 1200 Psychology Foundations (SS)*</td>
<td>3</td>
</tr>
<tr>
<td>UCO 1200</td>
<td>3</td>
<td>Integrative Learning Experience (ILE) theme course*</td>
<td>3</td>
</tr>
<tr>
<td>Integrative Learning Experience (ILE) theme course*</td>
<td>3</td>
<td>Integrative Learning Experience (ILE) theme course*</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>17</td>
<td><strong>TOTAL:</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

* ILE and LSE courses must include at least one Fine Arts (FA), one Historical Studies (HS), one Literary Studies (LS), and one Social Science (SS) designation course.

## Sophomore Year:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>S. H</th>
<th>COURSE</th>
<th>S. H</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 2040 Human Anatomy</td>
<td>4</td>
<td>ES 2050 Human Physiology</td>
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<tr>
<td>RC 2001 Writing Across the Curriculum</td>
<td>3</td>
<td>BIO 2200 Human Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 2210 Psychology of Human Growth and Development</td>
<td>3</td>
<td>NUT 2202 Nutrition &amp; Health</td>
<td>3</td>
</tr>
<tr>
<td>PHL 2000 Philosophy, Society and Ethics (SS) OR PHL 3015 Medical Ethics (SS)*</td>
<td>3</td>
<td>Liberal Studies Experience (LSE) course*</td>
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<tr>
<td>SOC 1000 The Sociological Perspective (SS)*</td>
<td>3</td>
<td>Free Elective (if needed) to meet university requirement</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>16</td>
<td><strong>TOTAL:</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

Courses requiring a ‘B-’ or better: CHE 1101, CHE 1110, CHE 1102, CHE 1120, ES 2040, ES 2050, BIO 2200.
Courses requiring a “C” or better: NUT 2202, STT 1810, PSY 1200, PSY 2210, SOC 1000, PHL 2000 or 3015
# Appalachian State University

**UPPER DIVISION NURSING COURSES**

*(BSN Admission Required)*

<table>
<thead>
<tr>
<th>Summer Term- 1st Five Weeks</th>
<th>Fall Junior Year</th>
<th>Spring Junior Year</th>
<th>Fall Senior Year</th>
<th>Spring Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Assessment Across the Lifespan (3 sh) NUR 3121</td>
<td>Fundamentals of Nursing Practice (3 sh) NUR 3300</td>
<td>Adult Health I (3 sh) *community emphasis NUR 3100</td>
<td>Adult Health II (3 sh) *community emphasis NUR 3102</td>
<td>Adult Health III (3 sh) *community emphasis NUR 4110</td>
</tr>
<tr>
<td>Health Assessment Across the Lifespan Lab/Clinical (1 sh) NUR 3123</td>
<td>Fundamentals of Nursing Practice Lab/Clinical (3 sh) NUR 3302</td>
<td>Adult Health I Clinical (3 sh) *community emphasis NUR 3110</td>
<td>Adult Health II Clinical (3 sh) *community emphasis NUR 3112</td>
<td>Adult Health III Clinical (3 sh) *community emphasis NUR 4112</td>
</tr>
<tr>
<td>Pharmacology I (2 sh) NUR 3040</td>
<td>Mental Health and Nursing Care of Communities (5 sh) NUR 3450</td>
<td>Nursing Care of Women, Children and Childbearing Families (5 sh) NUR 4124</td>
<td>Leadership and Management in Nursing (3 sh) NUR 4128</td>
<td></td>
</tr>
<tr>
<td>Pathophysiology in Nursing (3 sh) NUR 3115</td>
<td>Mental Health and Nursing Care of Communities Clinical (3 sh) NUR 3452</td>
<td>Nursing Care of Women, Children and Childbearing Families Clinical (3 sh) NUR 4127</td>
<td>Nursing Research Application (1 sh) NUR 4210</td>
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</tr>
<tr>
<td>Socialization to Professional Nursing (2 sh) NUR 3400</td>
<td>Pharmacology II (2 sh) NUR 3050</td>
<td>Introduction to Nursing Research (2 sh) NUR 4200</td>
<td>Professional Nursing Capstone (Clinical) (3 sh) NUR 4130</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professional Nursing Synthesis (1 sh) NUR 4145</td>
<td></td>
</tr>
</tbody>
</table>

(4 sh) (13 sh) (16 sh) (16 sh) (14 sh) = 63 hours
NUR 3121  **Health Assessment Across the Lifespan (3); SS.**
This course provides the knowledge and concepts necessary to obtain a client history, perform a focused and comprehensive physical exam, document findings and initiate the nursing process. Emphasis is on the identification of patient problems using a focused history and exam. Content includes identification of normal and abnormal physical and psychosocial findings, health promotion across the lifespan, evidence-based assessment instruments, and cultural factors that influence health. Lecture: 3 hours. Prerequisite: Admission to BSN Program

NUR 3123  **Health Assessment Across the Lifespan Clinical (1); SS.**
This course allows the student to perform comprehensive health assessment including history taking and physical examination while integrating health promotion and the nursing process. In the lab and clinical setting students practice identification and accurate documentation of normal and abnormal physical and psychosocial findings in individuals. Course Graded on a Satisfactory/Unsatisfactory basis. Includes 42 laboratory/clinical hours. Prerequisite: Admission to BSN program.

NUR 3115  **Pathophysiology (3); F.**
This course focuses on pathophysiology resulting in acute and chronic alterations in health across the life span. Environmental, lifestyle and human factors contributing to altered health states and pathophysiological principles underlying therapeutic interventions are examined.
Prerequisite: Admission to BSN Nursing Program

NUR 3300  **Fundamentals of Nursing Practice (3); F.**
This course introduces essential functions of the nurse across healthcare settings, integrating strategic components of theory, critical thinking and problem-solving processes, application and caring. Coursework emphasizes basic principles and critical therapeutic interventions necessary in the care of individuals with common health problems. Lecture: 3 hours.
Prerequisites: NUR 3121, NUR 3123

NUR 3302  **Fundamentals of Nursing Practice Lab/Clinical (3); F.**
This course focuses on the practice of essential skills and critical therapeutic interventions for basic nursing care of individuals with common health problems across a variety of healthcare settings. Specific client situations and scenarios during simulation, lab and clinical experiences are used to emphasize strategic components of theory, critical thinking and problem-solving processes. Throughout the course critical therapeutic interventions necessary in the care of individuals with common health problems are addressed. Course Graded on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours. Prerequisites: NUR 3121, NUR 3123

NUR 3400  **Socialization to Nursing Practice (2); F.**
This course explores the roles of professional nurses and the profession of nursing. Nursing history, theory, practice, and research concepts are explored. Evidence-based practice, research, critical thinking, and ethical/legal principles are introduced. (Writing in the Discipline). Lecture: 2 semester hours.
Prerequisites: NUR 3121, NUR 3530

NUR 3040 Pharmacology I (2); F.
This course introduces principles of basic pharmacology for nursing care. Emphasis is placed on drug action and therapeutic application on major pharmacological classifications of drugs including: drugs used to treat infection, cardiovascular drugs, drugs affecting the blood, respiratory drugs, drugs used to manage pain, and drugs used to treat mental health disorders. For each of these, nursing implications and drug therapy are examined. Lecture: 2 hours. Prerequisites: NUR 3121, NUR 3123

NUR 3100 Adult Health Nursing I (3); S.
This course explores the nursing problems clients encounter with alterations in oxygenation, perfusion, hematological function, cellular growth and proliferation, and structural integrity. The nursing process related to these alterations is emphasized along with principles of health promotion, maintenance, illness care and rehabilitation. Lecture: 3 hours. Prerequisites: NUR 3040, NUR 3115, NUR 3300, NUR 3302, and NUR 3400.

NUR 3110 Adult Health Nursing I Clinical. (3); S.
Adult Health Nursing I focuses on clinical practice, assimilation and application of knowledge to the nursing care of clients experiencing alterations with alterations in oxygenation, perfusion, hematological function, cellular growth and proliferation, and structural integrity. The nursing process related to these alterations is emphasized along with principles of health promotion, maintenance, illness care and rehabilitation. Prerequisites: NUR 3040, NUR 3115, NUR 3300, NUR 3302, and NUR 3400.

NUR 3050 Pharmacology II (2); S.
This course examines nursing medication management of complex patients across the life span. Emphasis is placed on understanding the route, dosage, purpose, and mechanism of action for medications used to treat inflammation, infectious diseases, pain, pulmonary, and cardiovascular disorders. The professional nursing roles involving patient safety, patient monitoring, patient teaching, and legal and ethical considerations are further explored. Nurse medication management in the roles of Manager of Care, Coordinator of Care, and provider of care are further developed. Prerequisite: NUR 3040, NUR 3115, NUR 3300, NUR 3302, and NUR 3400.

NUR 3450 Mental Health and Nursing Care of Communities (5); S.
This course provides the theoretical base for identification and provision of mental health care for individuals and community health care for families and small groups. Communication skills with individuals, families and communities as well as the therapeutic nurse-client relationship are emphasized. This course examines the interrelationship among health promotion, health maintenance, and health restoration across the lifespan. Lecture: 5 hours. Prerequisites: NUR 3040, NUR 3115, NUR 3300, NUR 3302, and NUR 3400.

NUR 3452 Mental Health and Nursing Care of Communities Clinical (3); S.
This course offers opportunities to identify and provide mental health care for individuals and community health care for families and small groups. Communication skills with individuals, families and communities as well as therapeutic nurse-client encounters are practiced. Students will participate in health promotion, health maintenance, and health restoration activities across the life span. Course Graded on a Satisfactory/Unsatisfactory
basis. Includes 126 clinical hours. Prerequisites: NUR 3300, NUR 3302, NUR 3040, NUR 3115, NUR 3400

**Senior Level**

**NUR 4127 Nursing Care of Childbearing Families, Women, and Children (5); F.**
This course focuses on the role of the professional nurse in caring for diverse families, women during childbearing years, and children through adolescence. Students learn to provide nursing care that is patient-centered, holistic, evidence based, and culturally competent. Nursing and family theory as well as communication theory is examined in the context of caring for childbearing families, women, and children. Lecture: 5 hours. Prerequisites: NUR 3100, NUR 3110, NUR 3450, NUR 3452, and NUR 3050

**NUR 4127 Nursing Care of Childbearing Families, Women, and Children Clinical (3); F.**
This course focuses on the role of the professional nurse in planning and providing direct patient care. Students provide patient-centered, holistic, culturally competent and evidence-based care to childbearing families and children. Culturally and developmentally appropriate therapeutic communication techniques are emphasized. Course Graded on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours. Prerequisites: NUR 3100, NUR 3110, NUR 3450, NUR 3452, and NUR 3050

**NUR 3102 Adult Health Nursing II (3); F.**
This course explores the nursing problems clients encounter with alterations in neuro-sensorial and immunological function, metabolism, alimentation and elimination. The nursing process related to these alterations is emphasized along with principles of health promotion, maintenance, illness care and rehabilitation. Lecture: 3 Hours. Prerequisites: NUR 3100, NUR 3110, NUR 3450, NUR 3452, and NUR 3050

**NUR 3112 Adult Health Nursing II Clinical (3); F.**
This course focuses on clinical practice, assimilation, and application of knowledge to the nursing care of clients experiencing alterations in neuro-sensorial and immunological function, metabolism, alimentation and elimination. The nursing process related to these alterations is emphasized along with principles of health promotion, maintenance, illness care and rehabilitation. Course Graded on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours. Prerequisites: NUR 3100, NUR 3110, NUR 3450, NUR 3452, and NUR 3050

**NUR 4200 Introduction to Nursing Research (2); F.**
This course examines the role of research and theory in nursing practice and health care. In addition, it provides an overview and an analysis of research methodologies and the theoretical approaches with a continued look at evidence-based nursing practice. Lecture: 2 hours. Prerequisites: NUR 3100, NUR 3110, NUR 3450, NUR 3452, and NUR 3050

**NUR 4110 Adult Health Nursing III (3); S.**
This course focuses on clinical practice, assimilation, and application of knowledge to the nursing care of clients experiencing complex health alterations related to acute disorders of cardiovascular dysfunction and collapse, impaired oxygenation and ventilation, trauma, sepsis, and multi-system failure. The nursing process related to care of these
clients with their multiple physiological and psychological needs is emphasized along
with principles of health promotion, maintenance, illness care and rehabilitation. Course
graded on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours.
Prerequisites: NUR 3102, NUR 3112, NUR 4124, NUR 4127 and NUR 4200

NUR 4112  Adult Health III Clinical (3); S.
This course focuses on clinical practice, assimilation, and application of
knowledge to the nursing care of clients experiencing complex health alterations related
to acute disorders of cardiovascular dysfunction and collapse, impaired oxygenation and
ventilation, trauma, sepsis, and multi-system failure. The nursing process related to care
of these clients with their multiple physiological and psychosocial needs is emphasized
along with principles of health promotion, maintenance, illness care and rehabilitation.
Course Graded on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours.
Prerequisites: NUR 3102, NUR 3112, NUR 4124, NUR 4127, and NUR 4200

NUR 4210  Nursing Research Application (1); S.
This course applies research and theory in nursing practice and health care. Students will
apply and disseminate research and evidence-based nursing practice into a healthcare
project. Lecture: 1 hour. Prerequisites: NUR 3100, NUR 3110, NUR 3450, NUR 3452,
and NUR 3050

NUR 4128  Leadership and Management in Nursing (3); S.
This course emphasizes professional practice in the leadership and management of
nursing care, and as a member of the nursing profession. The focus includes theories,
research, and issues related to leadership,
change, and management of nursing practice in the context of healthcare delivery.
Lecture: 3 hours.
Prerequisites: NUR 3102, NUR 3112, NUR 4124, NUR 4127, NUR 4200

NUR 4130  Professional Nursing Capstone Clinical; (3). S.
This clinical course is designed to prepare students for professional nursing practice
through refinement of clinical and leadership nursing skills within the clinical setting.
Students will integrate knowledge and skills from previous coursework and experiences
in order to demonstrate achievement of course and program student learning outcomes.
Students will complete precepted hours with a Registered Nurse in the clinical setting to
gain experience and apply knowledge in the role of a professional nurse. Course Graded
on a Satisfactory/Unsatisfactory basis. Includes 126 clinical hours.
Prerequisites: NUR 3102, NUR 3112, NUR 4124, NUR 4127, NUR 4200

NUR 4140  Professional Nursing Synthesis (1); S.
This course is designed to prepare students for professional nursing practice through
synthesis of didactic content from previous coursework. Students integrate knowledge,
skills and experiences to demonstrate achievement of course and program outcomes. This
course provides drill and practice to prepare participants for success on the RN licensing
examination (RN-NCLEX). Students review selected content from the nursing
curriculum. Lecture: 1 hour.
Prerequisites: NUR 3102, NUR 3112, NUR 4124, NUR 4127, NUR 4200
RN TO BSN COURSE OF STUDY

The RN to BSN nursing program is offered over three semesters. The table below shows how courses are sequenced and the semester allocation for each course. Following the table is a table providing course descriptions for each course within the RN to BSN curriculum.

<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSES</th>
<th>SEMESTER HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st term</td>
<td>NUR 3000. Nursing Informatics</td>
<td>3</td>
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<tr>
<td></td>
<td>NUR 3011. Concepts of Professional Nursing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NUR 3021. Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>2nd term</td>
<td>NUR 4021. Nursing Care of Communities</td>
<td>4</td>
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<tr>
<td></td>
<td>NUR 4029. Nursing Leadership and Management</td>
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<td>NUR 4033. Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>3rd term</td>
<td>NUR 3031. Nursing Care of Older Adults</td>
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<td>NUR 4032. Professional Nursing Synthesis (Capstone)</td>
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<td>TOTAL</td>
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RN TO BSN COURSE DESCRIPTIONS

RN-BSN Program of Study, AY 20-21
# CURRICULUM PLAN: MSN PROGRAM

Program of Study for MSN with a Concentration in Nursing Education

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credit Hours</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>NUR 5040</td>
<td>3</td>
<td>Theories for Advanced Nursing Practice</td>
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<tr>
<td></td>
<td>NUR 5250</td>
<td>3</td>
<td>Nursing Research and Evidence-Based Practice</td>
</tr>
<tr>
<td>Spring</td>
<td>NUR 5150</td>
<td>3</td>
<td>Advanced Health Assessment for Adults</td>
</tr>
<tr>
<td></td>
<td>NUR 5200</td>
<td>3</td>
<td>Pathophysiology for Advanced Nursing</td>
</tr>
<tr>
<td>Summer</td>
<td>NUR 5901</td>
<td>3</td>
<td>Advanced Clinical Practicum</td>
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<tr>
<td></td>
<td>NUR 5800</td>
<td>3</td>
<td>Advanced Pharmacology for Nursing</td>
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<tr>
<td>Fall</td>
<td>NUR 5050</td>
<td>3</td>
<td>Educational Theories for Nursing Academic and Practice</td>
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<td></td>
<td>NUR 5820</td>
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<td>Settings</td>
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<td>NUR 5999*</td>
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<td>Nursing Program Development and Evaluation</td>
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<td></td>
<td>NUR 5600*</td>
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<td>Thesis or Project*</td>
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<td>Spring</td>
<td>NUR 5810</td>
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<td>Educational Tests and Measurement for Nursing</td>
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<td></td>
<td>NUR 5715</td>
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<td>Instructional Strategies for Nursing and Informatics</td>
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<tr>
<td></td>
<td>NUR 5999*</td>
<td>1</td>
<td>Thesis or Project*</td>
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<td>NUR 5600*</td>
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<tr>
<td>Summer</td>
<td>NUR 5070</td>
<td>3</td>
<td>Contemporary Issues in Nursing</td>
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<td>NUR 5900</td>
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<td>Nursing Education Practicum</td>
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<td></td>
<td>NUR 5999*</td>
<td>1</td>
<td>Thesis or Project*</td>
</tr>
<tr>
<td></td>
<td>NUR 5600*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students will select either NUR 5999 (Thesis) or NUR 5600 (Project). 3 credit hours must be completed in the selected course over three semesters.

# MSN COURSE DESCRIPTIONS

**MSN program of Study, AY 20-21**
CURRICULUM PLAN: GRADUATE CERTIFICATE IN NURSING EDUCATION

- Completion time: two semesters, fall and spring
- Coursework will be delivered primarily in an asynchronous format
- Attractive option for Appalachian’s MHA students

Courses (12 Hours)

NUR 5050 - Educational Theories for Nursing Academic and Practice Settings
NUR 5820 - Nursing Program Development and Evaluation
NUR 5715 - Instructional Strategies for Nursing and Informatics
NUR 5810 - Educational Tests and Measurement for Nursing

GRADUATE CERTIFICATE COURSE DESCRIPTIONS

Graduate Certificate in Nursing Education Program of Study, AY 20-21
CLINICAL AGENCIES

The Nursing program uses a wide variety of clinical agencies to provide a broad scope of clinical experiences for student clinical learning. Faculty are responsible for being knowledgeable regarding the stipulations of the contracts of the agencies in which their students are placed and to ensure that students (as well as the faculty member) are in compliance with the requirements. The following table lists representative examples of agencies. The current listing available from Director of Academic Support and Program Compliance.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Types of placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian District Health Department</td>
<td>Public/Community Health</td>
</tr>
<tr>
<td>Ashe County Board of Education</td>
<td>School Nursing</td>
</tr>
<tr>
<td>Ashe County School System</td>
<td>Public/Community Health</td>
</tr>
<tr>
<td>Carolina Health Care Facilities Blue Ridge</td>
<td>Medical Surgical</td>
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<tr>
<td></td>
<td>Critical Care</td>
</tr>
<tr>
<td></td>
<td>Obstetrics</td>
</tr>
<tr>
<td></td>
<td>Surgical Services</td>
</tr>
<tr>
<td></td>
<td>Wound Care and Infection Control</td>
</tr>
<tr>
<td></td>
<td>Pain and Cancer Centers</td>
</tr>
<tr>
<td>Grace Heights Long Term Care and Rehabilitation</td>
<td>Long term care/rehab</td>
</tr>
<tr>
<td></td>
<td>Memory Care</td>
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<tr>
<td>Broughton Hospital</td>
<td>Mental Health</td>
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<td>Acute Adult Admissions:</td>
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<td></td>
<td>Adult Extended Treatment Services:</td>
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<td>Deaf Services</td>
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<td>Geropsychiatric Services</td>
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<td></td>
<td>Medical Unit</td>
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<tr>
<td>Burke County Health Department</td>
<td>Public/Community Health</td>
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<tr>
<td>Burke Hospice and Palliative Care</td>
<td>End of life care</td>
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<tr>
<td>Caldwell County Health Department</td>
<td>Public/Community Health</td>
</tr>
<tr>
<td>Caldwell Hospice and Palliative Care</td>
<td>Hospice</td>
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<td></td>
<td>Inpatient Care Unit</td>
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<td></td>
<td>Home Care Patients</td>
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<td>Caldwell UNC Healthcare</td>
<td>ICU</td>
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<td>ED</td>
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<td></td>
<td>Med-Surg/Peds</td>
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<td></td>
<td>Family Birth Place</td>
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<tr>
<td>Catawba Valley Medical Center</td>
<td>Medical-Surgical</td>
</tr>
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<td></td>
<td>Critical Care</td>
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<tr>
<td></td>
<td>OB</td>
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<td></td>
<td>Outpatient Services</td>
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</tr>
<tr>
<td>Forsyth Medical Center</td>
<td>Critical care, Obstetrics</td>
</tr>
<tr>
<td>Frye Duke Lifepoint Medical Center</td>
<td>Medical-Surgical, Critical Care, Outpatient Services</td>
</tr>
<tr>
<td>Glenbridge Health and Rehabilitation Center</td>
<td>LTC and Rehab</td>
</tr>
<tr>
<td>Watauga County Board of Education</td>
<td>School Nursing</td>
</tr>
<tr>
<td>Watauga Regional Medical Center</td>
<td>Medical Surgical, Critical Care, Outpatient Services</td>
</tr>
<tr>
<td>Wake Forest Baptist Medical Center</td>
<td>Medical Surgical, Critical care, PEDS</td>
</tr>
<tr>
<td>Wilkes County Health Department</td>
<td>Community Health</td>
</tr>
<tr>
<td>Wilkes County Schools</td>
<td>School Nursing</td>
</tr>
</tbody>
</table>
MEASUREMENT OF PROGRAM OUTCOMES AND PROFESSIONAL NURSING KNOWLEDGE AND SKILLS

PROGRAM OUTCOMES: RN TO BSN STUDENTS

The EBI instrument is used to measure program outcomes for the RN to BSN student as well as the core values, core knowledge, core competencies, and role development found in *The Essentials of Baccalaureate Education* (AACN, 2008).

PROGRAM OUTCOMES: BSN STUDENTS

To aid in the evaluation of BSN student competencies, the Assessment Technologies Institute (ATI) tests will be utilized throughout the curriculum.

The ATI Self-Assessment Inventory and Critical Thinking Skills Test will be administered at the end of the first term of enrollment. Having data early in the course of the program is helpful in identifying learning style characteristics, thinking processes, work values, and professionalism, and students who may be at risk for academic difficulty.

Content Mastery exams are administered throughout the program (refer to current *ASU Department of Nursing Student Handbook*). Students will receive comprehensive feedback including their individual performance on each test and areas of identified weaknesses. Individualized educational, advisement, and remediation plans (Appendix B-2) will be developed for students. A comprehensive NCLEX-RN readiness examination will be administered in the senior year, prior to graduation. A second ATI Critical Thinking Skills Test will be used for program outcome evaluation.

COURSE AND FACULTY EVALUATIONS

The Department of Nursing administers course and instructor evaluations at the end of each course, each semester. Students will receive online course evaluations in the second half of each semester from the ASU Office of Institutional Research and Planning. Evaluation of course forms are found in Appendix D. The benchmark for faculty evaluations by students is an average score of 3.5 per course.

COMMUNITY OF INTEREST

The Community of Interest is comprised of representatives from appropriate departments of the University as determined by the Chair and the faculty to share information about programs and policies of common concerns pertaining to the Department’s internal operations.

The Community of Interest also includes a community advisory board as well as others. Community leaders, representatives of regional health care institutions, and community college departments of nursing to advise the ASU Department of Nursing on programs,
policies, curricula, clinical experiences, standards of professional nursing and to make recommendations for the future directions of the Department. There will be at least one annual meeting with the Community Advisory Board as well as a survey to this board annually for input. (See Appendix C-1)
IV. PROGRAM EFFECTIVENESS
PROGRAM EVALUATION

The Department of Nursing is committed to continuous quality improvement of the program. To ensure that all elements of the program were included in a comprehensive evaluation system, the Program Evaluation Plan was developed. This plan enumerates the specific elements of the program to be evaluated according to CCNE standards along with the expected level of achievement, time frames, assessment methods, persons responsible for the assessment, and the frequency of data analysis. In addition, faculty members have included a column to record results of data analysis and another to show how the results were used for program improvement. The plan was initiated in March of 2007 and has been updated regularly since then to include relevant additions and revisions. A comprehensive record of outcome data and how data results were used for continuous program quality improvement are found in the Program Evaluation Plan (Appendix C).

FORMAL COMPLAINTS

The Department of Nursing abides by the University guidelines in addressing formal complaints. Employees or students at Appalachian State University (ASU) who believe that they have been treated unfairly by a member of the ASU community can contact the Equity Office at ASU to help with resolving the problem. Issues might include any type of discrimination (racial, age, sexual), sexual harassment, affirmative action issues, pay inequities, promotion concerns and so forth. Equity Office staff are trained to problem solve, facilitate communications, conduct mediations, and direct investigations, if indicated. The phone number of the Equity Office is provided to students in the student handbooks as well as in the Appalachian State University Undergraduate and Graduate Bulletins.

In the event that a complaint has been made regarding student misconduct, every attempt is made to ensure that students’ rights to a fair process are upheld. This process is detailed in the Appalachian State University Code of Student Conduct, (http://studentconduct.appstate.edu). Also found within the Code of Student Conduct is a Bill of Students’ Rights as well as information related to disciplinary policies, Conduct Boards, and procedures for conduct reviews. Misconduct may result in expulsion, suspension, reprimand, general probation, specific probation, community service, and restitution. In addition, the Code of Student Conduct specifies guidelines for determining appropriate sanctions, rights of an accused student during a hearing, and guidelines for making an appeal.

Formal complaints related to academic dishonesty are addressed in the Appalachian State University: Academic Integrity Code (http://studentconduct.appstate.edu). According to this document, violations of the Academic Integrity Code are addressed on a case-by-case basis. Faculty assume responsible for discussing the Code during the orientation to their courses as well and including a statement concerning academic dishonesty in their syllabi.
ADDITIONAL POLICIES

Several miscellaneous policies complete the Faculty Handbook. Appendix H-2 is the Accident and Injury Policy and Reporting Form. Appendix H-3 is the Social Media Policy. Appendix G is the Clinical Preceptor Policy and Forms and Appendix H-4 is the Inclement Weather Policy and Delay Cancellation Form. Other additional policies can be found under Appendix H.
APPENDICES
APPENDIX A: FACULTY FORMS
## APPENDIX A-1: NEW FACULTY ORIENTATION CHECKLIST

<table>
<thead>
<tr>
<th>NURSING DEPARTMENT ORIENTATION ITEMS</th>
<th>DATE COMPLETED</th>
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</thead>
<tbody>
<tr>
<td>AACN’s The Essentials of Baccalaureate Education for Professional Nursing Practice</td>
<td></td>
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<tr>
<td>ANA Standards, Social Policy Statement</td>
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<td>ASU Faculty Evaluation Process</td>
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<td>ASU Faculty Handbook</td>
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<tr>
<td><em>Nursing Department Faculty Handbook</em></td>
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<tr>
<td>ASU and Nursing Department Committee Assignments</td>
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<td>ASU Undergraduate Bulletin</td>
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<tr>
<td><em>North Carolina Nurse Practice Act</em></td>
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<td>Nursing Department Curriculum</td>
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<td>Nursing Student Handbook</td>
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<td>Nursing Preceptorship Handbook</td>
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<tr>
<td>Annual Nursing Faculty Requirements</td>
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<tr>
<td>● NC RN License</td>
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<tr>
<td>● Professional Liability Insurance</td>
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<tr>
<td>● Curriculum Vita and MBOs</td>
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<tr>
<td>● Immunizations</td>
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<td>● CPR</td>
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<td>● Criminal Background Check</td>
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<tr>
<td>Classroom Equipment Use/Request</td>
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<tr>
<td>Clinical Orientation (as appropriate)</td>
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<tr>
<td>Computer Technology Orientation Confidentiality</td>
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<td>Conflicts of Interests and Commitment</td>
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<tr>
<td>Course Evaluations, Didactic and Clinical</td>
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<tr>
<td>Employment Dispute Resolution and Grievance Policy</td>
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<tr>
<td>Faculty Workload, Schedule and Office Hours</td>
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<tr>
<td>Grading and Attendance Policies</td>
<td></td>
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<tr>
<td>Human Resources/Personnel Policies</td>
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<tr>
<td>Keys, Name Badge, Library Card, Business Cards, and Parking</td>
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<tr>
<td>Leave of Absence and Travel Requests</td>
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<tr>
<td>Professional Development</td>
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<td>Staff Support</td>
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<tr>
<td>Student Advisement and Mentoring Process</td>
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<tr>
<td>Tenure and Promotion in Academic Rank: Tripartite Roles of Teaching, Scholarship, and Professional Service</td>
<td></td>
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<tr>
<td>University and Department Support Services</td>
<td></td>
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<tr>
<td>University (SACS) and Nursing Accreditation (CCNE) Process</td>
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<tr>
<td>Validation and Transfer of Credit</td>
<td></td>
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</tbody>
</table>

Signature: New Nursing Faculty Member                        Date

Signature: Nursing Department Chair                           Date

Revised 9/14/13
APPENDIX A-2: FACULTY ANNUAL PERFORMANCE EVALUATION
(Provisions and content outlined in section 4.3.2 of the Faculty Handbook)

<table>
<thead>
<tr>
<th>Faculty Name</th>
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<tbody>
<tr>
<td>Current Rank</td>
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<tr>
<td>Department</td>
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<tr>
<td>Year</td>
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The faculty annual performance evaluations will be done on a calendar year basis from January 1 to December 31. The rating system has three points: “exceeds expectations,” “meets expectations,” and “fails to meet expectations.” The normal rating is “meets expectations.” This rating describes a faculty member who performs the dimension of his or her job with skill, producing the results expected of a highly educated professional. The rating of “meets expectations” also describes a faculty member whose performance on a dimension is essentially comparable to the performance of a broad range of faculty members within the unit. “Exceeds expectations” should be reserved for faculty who had truly outstanding contributions in the evaluation year.

Please review Faculty Handbook 4.3 for the statement on Evaluation of Faculty. The faculty member’s self-evaluation should go beyond a list of accomplishments and provide reflections on strengths and areas for growth or improvement.
I. Instruction
   A. Self-Evaluation

B. Chair’s Assessment

<table>
<thead>
<tr>
<th>Dimension: Instruction</th>
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</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Meets Expectations</td>
</tr>
<tr>
<td>Fails to Meet Expectations</td>
</tr>
</tbody>
</table>
II. Research and Creative Activities
   A. Self-Evaluation

B. Chair’s Assessment

<table>
<thead>
<tr>
<th>Dimension: Research and Creative Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Meets Expectations</td>
</tr>
<tr>
<td>Fails to Meet Expectations</td>
</tr>
</tbody>
</table>
III. Service
A. Self-Evaluation

B. Chair’s Assessment

<table>
<thead>
<tr>
<th>Dimension: Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Meets Expectations</td>
</tr>
<tr>
<td>Fails to Meet Expectations</td>
</tr>
</tbody>
</table>
IV. Progress Toward Associate Professor/Tenure, Professor or Post-Tenure Review
   A. Self-Evaluation

   B. Chair’s Assessment
V. Goal-Setting for the Next Calendar Year

Some colleges and departments may be using a Distribution of Effort model in relation to setting goals. If so, the faculty member and chair should include percentage of effort among teaching, research/creative activity, and service.

A. Faculty Member’s Goals (Instruction, research/creative activity, and service)

B. Chair Comments
Optional Comments: The faculty member may attach an additional page of comments in response to the assessments of the department chair.

Faculty Member: I have reviewed this document and discussed the contents with the department chairperson. My signature means that I have been advised of my performance evaluation and does not necessarily imply that I agree with the evaluation. Failure to return a signed copy of this form to the department chair within thirty days of its receipt constitutes acknowledgement of receipt and refusal to return the form.

Faculty Member’s Signature _______________________________ Date: _______

Chairperson’s Signature _______________________________ Date: _______

Dean’s Signature _______________________________ Date: _______
APPENDIX A-3: CRITERIA FOR REAPPOINTMENT, TENURE & PROMOTION
FACULTY ANNUAL EVALUATION

See ASU Faculty Handbook Section 4.4 for Reappointment, Tenure, and Promotion policies.

Faculty are evaluated annually in the spring in accordance with Section 4.3 of the Faculty Handbook. In addition, they are reviewed for reappointment, tenure, and promotion based on the mission of ASU. The mission statement of ASU states that the propagation of scholarship is a part of its mission and that this is accomplished through instruction, research, creating, and service activities. It further states that instruction is the primary mission. Therefore “Instruction” is more heavily weighted than the other areas. Please refer to Table 1 for differentiation of expectations by rank. Faculty must demonstrate effectiveness in the following areas:

1. **Instruction**
   Sources of evaluative data include:
   a. Peer evaluations *
   b. Chair evaluation *
   c. Student evaluations *
   d. Self-evaluation *

   Examples may include but are not limited to:
   a. Evidence of knowledge in the discipline
   b. Syllabi
   c. Exams
   d. Assignments
   e. Handouts
   f. Graded student work
   g. Student Evaluations

   *Refer to peer, chair, student, and self-evaluation forms for specific evaluation criteria

2. **Scholarly Activities:**
   Sources of evaluative data include:
   a. Chair evaluation *
   b. Self-evaluation *

   Examples may include but are not limited to:
   a. Research – conducting or participating in a study, using existing knowledge to solve a problem (EBP),
   b. Publications in scholarly journals
   c. Presentations of original work at professional regional, state, national, or international conferences
   d. Citations by others of one’s research and scholarship
   e. Grant applications
f. Editor

g. Reviewer

h. Leader and/or collaborator in designing and managing an EBP with external clinical partners.

*Refer to chair and self-evaluation forms for specific evaluation criteria

3. Service (may work in one or all three areas)

Sources of evaluative data include:

a. Chair evaluation *

b. Self-evaluation *

Service to the Academic Department/University

Examples may include but are not limited to:

- Grant proposals
- Accreditation (self-study) work
- Student Advising
- Recruitment of students
- Membership on faculty committees at department, college, and University levels
- Involvement in student activities, organizations, and programs

Service to the Profession

- Member of Professional committees/governing boards
- Professional memberships/activities

Service to the Community

- Governing boards
- Advisory boards
- Government agencies
- Speaking to civic groups
- Community health related activities
- Support groups
- Professional consultation to schools, agencies, or consumers

*Refer to chair and self-evaluation forms for specific evaluation criteria

The above criteria provide structure for the faculty review process as well as a guide for faculty self-evaluation. **It is the responsibility of faculty to validate activities in each area at the time of their review.**
Reappointment, Promotion, and Tenure

Reappointment, promotion, and tenure are based upon an individual's achievements in teaching, scholarship, and service. Some years, a faculty member may elect to focus primarily on either scholarship or service-related activities in addition to teaching. Reappointment, promotion, and tenure shall be considered by the Departmental Personnel Committee (DPC). The recommendations of the DPC are sent to the Dean who then sends his or her recommendations to the Provost and Executive Vice Chancellor. In the case of retention (for the rank of Instructor), if the Provost and Executive Vice Chancellor concurs, a notice of reappointment will be sent to the faculty member. If the decision involves promotion or tenure, the Provost and Executive Vice Chancellor sends his or her recommendation to the Chancellor.

Table 1. Differentiation of Tenured Positions

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
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</thead>
<tbody>
<tr>
<td>A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred. A minimum of two years teaching experience is desirable. Must have two calendar years (or the equivalent of) full time clinical experience as a registered nurse.</td>
<td>A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred. At least five years of appropriate experience, recognized skill in teaching, and evidence of at least one of the following: recognized accomplishment in research or recognized accomplishment in professional service to the University and/or to the public. Must have two calendar years (or the equivalent of) full time clinical experience as a registered nurse.</td>
<td>A terminal degree from an accredited institution in the field in which he/she is appointed to teach or supervise students in the clinical setting is preferred. At least ten years of appropriate experience; recognized skill in teaching, evidence of at least one of the following: outstanding accomplishment in research or outstanding accomplishment in professional service to the University and/or to the public. Must have two calendar years (or the equivalent of) full time clinical experience as a registered nurse.</td>
</tr>
<tr>
<td><strong>Teaching:</strong> Must meet each criterion</td>
<td><strong>Teaching:</strong> Must meet each criterion</td>
<td><strong>Teaching:</strong> Must meet each criterion</td>
</tr>
<tr>
<td>Demonstrates developing expertise and current knowledge in content area</td>
<td>Demonstrates current knowledge and expertise of content area of one's teaching</td>
<td>Recognized as an authority in a content area</td>
</tr>
<tr>
<td>Demonstrates effective teaching</td>
<td>Demonstrates exceptional teaching skills</td>
<td>Serves as a role model and mentor for junior faculty for excellence in teaching</td>
</tr>
<tr>
<td>Provides effective and timely academic advising</td>
<td>Evaluated as a helpful and conscientious advisor by students and peers</td>
<td>Demonstrates outstanding advising skills and mentors junior faculty advisors</td>
</tr>
<tr>
<td>Utilizes appropriate modes of educational delivery</td>
<td>Incorporates state-of-the-art instructional technology in teaching</td>
<td>Provision of exemplary or state-of-the-art instruction</td>
</tr>
<tr>
<td>Assists in the development and ongoing evaluation of the nursing curriculum</td>
<td>Assumes a leadership role in the development and ongoing evaluation of the nursing curriculum</td>
<td>Demonstrated leadership in course and program development</td>
</tr>
<tr>
<td>Maintains knowledge in the discipline</td>
<td>Well-informed of emerging factors/knowledge impacting the discipline</td>
<td>Incorporates own research findings into teaching</td>
</tr>
<tr>
<td>Measures appropriately student performance</td>
<td></td>
<td>Expert in testing and evaluating student performance</td>
</tr>
<tr>
<td>Utilizes student and peer feedback in order to improve teaching effectiveness</td>
<td>Devises effective testing, evaluation, and grading of student's performance</td>
<td>Demonstrates self-awareness of areas of needed improvement in teaching and develops a plan to enhance teaching effectiveness</td>
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<tr>
<td><strong>Scholarship:</strong>&lt;br&gt;Must meet 2 criteria</td>
<td><strong>Scholarship:</strong>&lt;br&gt;Must meet 2 criteria</td>
<td><strong>Scholarship:</strong>&lt;br&gt;Must meet 2 criteria</td>
</tr>
<tr>
<td>Engages in scholarly, creative activities that promote professional growth (an example would be an author, coauthor/contributor of a scholarly paper/research study, or grant writing).&lt;br&gt;Presentation of original scholarly work at local or regional conferences&lt;br&gt;Collaborates in EBP projects with external clinical partners.&lt;br&gt;Submission of findings to peer reviewed professional journal&lt;br&gt;Write and submit grant application for scholarly inquiry.</td>
<td>Generates and participates in scholarly, creative activities that promote professional growth and the profession (an example would be serving as the principal investigator of a research study, grant writing, etc).&lt;br&gt;Presentation of original scholarly work at regional, state, or national conferences&lt;br&gt;Leader in designing and managing EPB projects with external clinical partners.&lt;br&gt;Acceptance for publication of findings in peer reviewed professional journal&lt;br&gt;Funded grant(s) for scholarly inquiry</td>
<td>Demonstrated leadership in scholarship and mentoring junior faculty in scholarly endeavors (for example, has a research program and mentors junior faculty in own research program or consults regarding their research).&lt;br&gt;Presentation of original scholarly work at state, national, or international&lt;br&gt;Publications of research activities in peer-reviewed professional journals&lt;br&gt;Funded grant(s) for scholarly inquiry</td>
</tr>
<tr>
<td><strong>Service:</strong>&lt;br&gt;Must meet 3 criteria</td>
<td><strong>Service:</strong>&lt;br&gt;Must meet 3 criteria</td>
<td><strong>Service:</strong>&lt;br&gt;Must meet 3 criteria</td>
</tr>
<tr>
<td>Assists in new program development and evaluation&lt;br&gt;Participates in accreditation process (CCNE)&lt;br&gt;Serves as a member of the nursing department and College committees&lt;br&gt;Participates in service activities in the community&lt;br&gt;Member of professional organizations&lt;br&gt;Attends continuing education offerings that enhance teaching/professional competence&lt;br&gt;Professional certification</td>
<td>Effectively leads in course and program development based on research, best practice, and experience&lt;br&gt;Assumes a leadership role in preparing self-study reports for accreditation (CCNE)&lt;br&gt;Actively involved in committee activities in the department, College, and University&lt;br&gt;Advocacy in addressing important societal needs of the community&lt;br&gt;Contributes to professional organizations/associations based upon one's professional expertise&lt;br&gt;Participates in continuing education offerings that enhance teaching/professional competence&lt;br&gt;Professional certification</td>
<td>Demonstrated success in course and program development and evaluation.&lt;br&gt;Demonstrated leadership in accreditation and program approval activities&lt;br&gt;Appropriate involvement in the institution's faculty governance structure at department, College, or University levels&lt;br&gt;Distinction in the quality of service to the community&lt;br&gt;Membership and distinctive contributions to professional organizations/associations at national, regional, and state levels&lt;br&gt;Professional certification</td>
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</table>
APPENDIX A-4: FACULTY EVALUATION OF CHAIR

Please check the number you feel is appropriate for each comment, 1 being strongly disagree and 5 being strongly agree.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledgeable in the area of nursing curriculum and education</td>
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<td>2</td>
<td>Current on nursing</td>
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<td>3</td>
<td>Able to listen to feedback</td>
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<td>4</td>
<td>Gives both positive and negative criticism appropriately</td>
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<td>5</td>
<td>Is conscientious about her duties</td>
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<td>6</td>
<td>Meets deadlines from other departments</td>
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<td>7</td>
<td>Has a positive image on campus</td>
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<td>8</td>
<td>Is available to help faculty and staff with difficult work</td>
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<tr>
<td>9</td>
<td>Is fair in assigning of course loads and tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Is polite and diplomatic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Represents the department well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments related to departmental evaluation of Chair:
APPENDIX A-5: PEER REVIEW GUIDELINES

BACKGROUND
The Department of Nursing adopted a peer review process of teaching in order to improve faculty teaching performance as well as to provide information necessary for tenure, promotion, and merit increases. This process was approved during the Fall semester of 2007 to be implemented in the Spring semester of 2008 and amended in summer of 2014. The peer review results are to be used for both formative and summative reviews of teaching by all faculty. The information collected is a part of the faculty personnel file. The peer-review for teaching process is attached as a reminder that all non-tenured faculty need to schedule a peer-review once per annual review period (prior to the last 3 weeks of class). Tenured faculty need only be reviewed once every three years.

The 2014 amendment included the following changes: The forms do not need to be submitted for the personnel file, but will be used as a guide for the evaluation. A summary of the evaluation should be sent to the department chair within one week of the review via email, and will be included in the personnel file.

GENERAL GUIDELINES
1. Peer reviews will be conducted for each non-tenured and part-time faculty on an annual basis, and every three years for tenured faculty.
2. Reviews should be scheduled prior to the last three weeks of the semester.
3. Observers are to be unobtrusive during the observation.
4. Each faculty member must select two peers to observe his/her teaching environment. Peers do not have to attend at the same time, but each should make a minimum of one visit. Reviewers should remain in the learning environment for the entire duration of the class or a pre-determined amount of time in other settings.
5. Each observer will make one visit to the teaching environment and use the Observation Report form as a guide.
6. The faculty member and peer reviewer will discuss the teaching experience in the week following the observation.
7. The reviewer will send a paragraph summary of the review electronically to the Chair within one week of the observation. This review should include whether the faculty member had overall satisfactory or unsatisfactory performance with rationale. Forms used in this process are intended to guide the review.

PEER REVIEW PROCEDURE
1. The faculty member to be observed will request up to two peer reviewers for the evaluation.
2. The faculty member will provide the reviewers a course syllabus or objectives for the observation. A verbal conference will also be held to discuss the goals.
3. The reviewer is to be a silent observer. Detailed observations should be kept.
4. A discussion will be held with the faculty member immediately following the observation in order to review teaching strengths and identify areas for improvement.

5. A paragraph summary will be electronically sent to the Chair within one week of the observation.
### APPENDIX A-6: PEER REVIEW EVALUATION FORM

Person Being Evaluated __________________________________   Date: _________________

Course: ___________________ Number of students: ________   Evaluator: ____________________

Please rank each item with a check mark in the appropriate column on the 5-point Likert scale listed below with 5 being the highest score and 1 being the lowest score. Place a check mark in the last column if the item is not applicable (NA).

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Highest 5</th>
<th>4</th>
<th>Satisfactory 3</th>
<th>2</th>
<th>Lowest 1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives/goals were defined.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Methods of instruction were appropriate to meet goals/objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material was presented in a clear and well-organized format.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Demonstrated mastery of course content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student participation was encouraged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time was used effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used supplementary instructional material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responded appropriately to student comments/questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraged critical thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used appropriate communication skills – netiquette, eye contact, voice quality, no distracting mannerisms, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided examples or resources to emphasize and clarify ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cited authorities/sources for information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided conflicting points of view when appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used a variety of instructional activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theoretical information is related to the “real world”.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The educational atmosphere fosters student participation (doesn’t embarrass student, uses student names, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key points were emphasized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REVIEWER COMMENTS:

1. What do you see as the strength of this faculty member?

2. What specific suggestions would you make to improve this instructor’s teaching?

COMMENTS BY FACULTY MEMBER BEING EVALUATED:

SIGNATURES:

Faculty being evaluated: ______________________________________________________

Peer Reviewer: _____________________________________________________________

Date: ________________________________________________________________
Faculty name: ________________________________________________

Date: _______________________________________________________

Course:  _____________________________________________________

Peer Evaluator: _______________________________________________

1. Did the teaching experience proceed in the manner in which you had planned? Why or why not?

2. Were your teaching strategies effective in meeting your objectives? Why or why not?

3. Did you feel satisfied or disappointed in the teaching experience?

4. What was the most effective part of the teaching experience? Least effective?

5. What would you change before teaching this content again?

6. What evidence did you see that students learned?

7. Did students participate in the way you had thought they would? If not, why do you think they did not?

SIGNED: ____________________________________________________________________________

Adopted: 9/9/14
APPENDIX A-8: SURVEY OF CAMPUS FACILITIES BY NURSING FACULTY

Survey of Campus Facilities by Nursing Faculty

Please complete the survey below.
Thank you!

1) Academic Year:  
☐ 2017-2018  
☐ 2018-2019  
☐ 2019-2020  
☐ 2020-2021

Faculty/ASU Office and Departmental Resources

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Faculty offices are clean.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3) Offices are comfortable.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4) Offices have: appropriate/necessary/functional furniture and equipment: desks, bookcases, computer, printer, filing cabinets, telephone, desk chair, guest chair</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5) Temperature is comfortable/controllable.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6) Furniture is in good condition and gives good impression to others.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7) Offices are conducive to productivity.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8) Noise from hallway is minimal.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9) Desk and office furniture setup are functional.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10) Computer works well and is up-to-date.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11) Computer support services are quick, competent and friendly.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12) Telephone system (messages, transferring calls) meets faculty needs.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13) Lighting in offices is sufficient.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14) Office supplies (paper, pens, folders, paper clips, etc.) are readily available and adequate for meeting needs.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Cafeteria/food services are nearby: 

16) Food is tasty and reasonably priced: 

17) Parking is convenient to offices: 

18) Parking is available and safe: 

19) Building has adequate security, even for evening and weekends: 

20) Office copier makes good quality copies: 

21) There is adequate space for teaching materials and furnishings: 

22) Please provide any additional comments related to faculty/ASU offices and departmental resources: 

---------------------------------------------------------------------

Classroom and Facilities in Edwin Duncan

23) The classroom was equipped with necessary teaching aids (whiteboard, computers etc): 

24) Classroom environment was conducive to learning (temperature, lighting, comfortable chairs, outside noise, cleanliness): 

25) Classroom space is adequate: 

26) Well appointed teachers desk area: 

27) There is an appropriate room for Simulation learning: 

28) Please provide any additional comments related to classroom and facilities in Edwin Duncan: 

---------------------------------------------------------------------
### Library Resources

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>20)</td>
<td>Library resources are adequate to meet my needs.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>30)</td>
<td>Types of resources (books, journals, etc.)</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>31)</td>
<td>Quality of resources</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>32)</td>
<td>Availability</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>33)</td>
<td>Assistance from librarians</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
</tbody>
</table>

34) Please provide any additional comments related to library resources.

__________________________________________
APPENDIX A-9: FACULTY CLINICAL AGENCY EVALUATION

Agency _____________________________________________  Term _____________
Course # ________________________________     Faculty ___________________________
No. of Students at Site:  _______________    Population served by agency: ______________

Please rate the clinical agency using the following scale:

SA = Strongly Agree      A=  Agree      D = Disagree      SD = Strongly Disagree

Please check (√) the following:

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The clinical agency provides students with learning experiences necessary to meet course and program objectives</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The clinical agency provides opportunities for students’ personal learning objectives when possible.</td>
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</tr>
<tr>
<td>The clinical agency provides access to a clinical population with common and complex health care needs and/or services that facilitate achievement of course/program objectives.</td>
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</tr>
<tr>
<td>The clinical environment is supportive of and conducive to student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment and space for instructional activities are adequate and accessible to implement the education experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The clinical agency personnel supports a collaborative partnership with the University, Faculty, and Students to develop appropriate learning experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The clinical agency engages in a broad scope of contemporary nursing practices, models and professional approaches that promote, support and restore health and well being.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

Adopted 11/13 Revised 7/17/14, 2015
APPENDIX A-10: UNIVERSAL CONFIDENTIALITY POLICY

General

The Department of Nursing (“Department”) at Appalachian State University (“University”) maintains strict compliance with all legal, regulatory, and policy requirements addressing confidentiality of patient, research subject, and student records. This departmental policy and the related Universal Confidentiality Agreement describe departmental expectations in this regard.

For purposes of this document, the term “students” includes undergraduate and graduate University Nursing students and students from other institutions who are completing graduate preceptorships with the University’s Department of Nursing Faculty.

Policy

It is the Department’s policy that students, faculty, staff, visiting professionals, and general visitors of the University comply with the requirements and regulations of this policy regardless of the agency or venue to which they are assigned. Such individuals may be involved in clinical placements and/or other activities, such as classes, labs, or conferences that involve indirect or direct contact with professional peers, clients, their families and/or significant others. This level of involvement requires the utmost level of professional behavior and responsibility.

Members of the aforementioned groups are provided access to placements/activities via a contractual agreement or Memorandum of Understanding between the University, the Beaver College of Health Sciences, the Department, and the agencies/facilities providing learning/clinical opportunities. Access to confidential information is permitted only on a need-to-know basis and limited to the minimum amount of information necessary to accomplish the intended purpose of the interaction.

Appalachian State University maintains strict confidentiality requirements and regulations in compliance with the Gramm-Leach-Bliley Act (GLBA), Family Educational Rights and Privacy Act of 1974 as amended (FERPA), and the Health Insurance Portability and Accountability Act (HIPPA) in addition to other federal and state laws. These principles of confidentiality must be strictly adhered to without exception so that the privacy of the privileged information is totally safeguarded.

Clinical or case materials prepared or used for classroom, lab, community/professional presentations, assignments, or written materials must be altered so that there is no possibility that the persons involved can be identified. This requirement includes specific details and circumstances as well as names.

The classroom itself is to be considered an area of confidentiality. Information shared, clinical and otherwise, and the reactions of classmates are not to be discussed with anyone other than the Faculty Member of record.

Any person who knows or has reason to believe that a breach of confidentiality has occurred in violation of this policy is required to report that information to the Department Chair and to the Director of Academic Support and Program Compliance.

Breaches of Confidentiality

Violations of this policy include, but are not limited to, the following:
1. Failure to be knowledgeable of, adhere to and protect the policies of the University and assigned agencies/facilities.
2. Accessing or sharing of confidential/sensitive information that is not within the scope of the role/assignment.
3. Misuse, disclosure, or alteration of any confidential/sensitive information, electronic access or restricted areas.
4. Use of any electronic/social media means to convey any confidential/sensitive information related to clinical, student or faculty interactions.

The information below provides examples of mishandling of confidential information. **These examples are not exhaustive, and individuals with questions about the applicability of this policy are expected to err on the side of protecting confidentiality until clarification can be provided.** Questions about the proper handling, use, or disclosure of confidential information should be discussed with appropriate personnel.

<table>
<thead>
<tr>
<th>Accessing information that is not within the scope of your job/role as student, staff or faculty member:</th>
<th>Misusing, disclosing without proper authorization, or altering patient or personnel information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unauthorized reading of client/employee/student/subject account information.</td>
<td>Making unauthorized marks on a medical record.</td>
</tr>
<tr>
<td>Unauthorized reading of a client/employee/student/subject's chart/file.</td>
<td>Making unauthorized changes to a personnel file or research data files.</td>
</tr>
<tr>
<td>Unauthorized access of personnel file or business/operational information.</td>
<td>Sharing or reproducing information in a client / employee / student /subject's chart or personnel file with unauthorized personnel.</td>
</tr>
<tr>
<td>Accessing information that you do not “need-to-know” for proper execution of your job or educational functions.</td>
<td>Discussing confidential information in a public area such as a waiting room, cafeteria or elevator.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accessing to another person your sign-on code and/or password for accessing electronic confidential information or for physical access to restricted areas:</th>
<th>Using another person’s sign-on code and/or password for accessing electronic confidential information or for physical access to restricted areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telling an unauthorized person your password so that he or she can log in to your work.</td>
<td>Using another’s password to log in to a hospital, agency, university, or other computer system.</td>
</tr>
<tr>
<td>Telling an unauthorized person the access codes for personnel files or patient accounts.</td>
<td>Unauthorized use of a login code for access to personnel files or student/client/subject’s information, or restricted areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leaving a secured application unattended while signed on: Being away from an electronic device while logged into a secure application.</th>
<th>Attempting to access a secured application or restricted area without proper authorization or for purposes other than official business:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowing another person to use your secured application for which he or she does not have access after you have logged in.</td>
<td>Trying passwords and login codes to gain access to an unauthorized area of the computer system or restricted area.</td>
</tr>
<tr>
<td>Using a co-worker’s application for which you do not have access after he or she is logged in.</td>
<td>Using a co-worker’s application for which you do not have access after he or she is logged in.</td>
</tr>
<tr>
<td>Using badge or login codes to gain access to facility for purposes other than assigned clinicals/orientations.</td>
<td>Using badge or login codes to gain access to facility for purposes other than assigned clinicals/orientations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intentional or negligent mishandling or destruction of confidential information: Failure to properly secure confidential information.</th>
<th>Unintentional disclosure of personal information: Failure to take necessary precautions to properly prevent unauthorized viewing of displayed or printed confidential information in all areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking confidential information to areas outside your work area, e.g. out of the facility/agency, off campus, or to your home.</td>
<td>Discussing confidential information in public areas.</td>
</tr>
<tr>
<td>Disposing of confidential information in a non-approved container, such as a trash can.</td>
<td>Inappropriate removal of documents containing confidential information from clinical/departmental areas.</td>
</tr>
<tr>
<td>Using an email account other than an official University email account for conveying course/clinical/research/other University related business.</td>
<td>Using an email account other than an official University email account for conveying course/clinical/research/other University related business.</td>
</tr>
</tbody>
</table>
Intentional dissemination of confidential information:
Distributing sensitive information via text, email, Facebook, blogs, etc. (See ASU Department of Nursing Handbook Social Media Policy).
Electronic or digital transmission of unauthorized pictures or audio/video recordings.

Intentional and unauthorized securement, distribution, dissemination, modification or copying of photographs, videos or digital course materials.
The ASU Release For Use of Photograph must be completed prior to securing any photos or videos.

Violations of Policy

Violation of this policy may constitute grounds for corrective action up to and including loss of agency privileges, academic or employment suspension, or termination from the Nursing Department in accordance with applicable agency/facility, Department or University procedures. Allegations of student violations will be addressed as academic integrity matters and considered according to the procedures set forth in the University’s Code of Academic Integrity. Allegations of violations by University faculty or staff, or by visitors, will be addressed by Department and Beaver College of Health Sciences administration consistent with applicable policies and procedures.

Violation of this policy by any member of the University’s student body, faculty or staff may constitute grounds for termination of the contractual relationship or other terms of affiliation between the University and the agency.

Unauthorized release of confidential information may also subject the violator to personal, civil, and/or criminal liability and legal penalties.

References:
http://www.hhs.gov/ocr/privacy/
http://www.jointcommission.org/standards_information/tjc_requirements.aspx
UNC-CH School of Nursing
ASU Department of Social Work
ASU Department of Communication Sciences and Disorders

4837-4508-8291, v. 3

Adopted 5/4/15
APPENDIX A-11: UNIVERSAL CONFIDENTIALITY AGREEMENT FORM

I have read, understand and agree to comply with the Appalachian State University Department of Nursing Universal Confidentiality Policy. Further, I will read and comply with all University, Department and agency/facility policies and standards relative to confidentiality and information security.

I understand and agree that violation of the Universal Confidentiality Policy may constitute grounds for corrective action up to and including loss of agency privileges, academic or employment suspension, or termination from the Nursing Department in accordance with applicable agency/facility, Department or University procedures, as set forth in the Policy. I also understand and agree that unauthorized release of confidential information may subject me to personal, civil, and/or criminal liability and legal penalties.

I further understand that violation of this policy by any member of the University’s student body, faculty or staff may constitute grounds for termination of the contractual relationship or other terms of affiliation between the University and the agency.

Please check one:

☐ BSN student  ☐ RN-BSN student  ☐ MSN student  ☐ Student from other institution
☐ Faculty  ☐ Staff  ☐ Visitor

__________________________________________
Printed Name

__________________________________________
Signature

_________________________
Date

4837-4508-8291, v. 3

5/4/15
I hereby grant to ________________________________ and Appalachian State University (hereafter referred to as “ASU”), its legal representatives and assigns, and those acting with its permission or its employees, the right and permission to use and/or copyright, reuse and/or publish, display (including PowerPoint and other presentation formats), and republish photographic or digital pictures or images of me, or in which I may be distorted in character, or form, in conjunction with my own or a fictitious name, or reproductions thereof, color or black and white, made through any media by ____________________________ and/or ASU, for display and other purposes, including the use of any printed material in conjunction therewith.

I hereby release, discharge and agree to save harmless ________________________________, the State of North Carolina, The University of North Carolina, ASU, and their respective representatives, assigns, employees, agents or any person or persons, corporation or corporations, acting under its permission or authority, or any person, persons, corporation or corporations, for whom it might be acting, including any firm publishing and/or distributing the finished product, in whole or part, from and against any liability as a result of any distortion, blurring, or alteration, optical illusion, or use in composite form, either intentionally or otherwise, that may occur or be produced in the taking, processing or reproduction of the finished product, its publication or distribution of the same, even should the same subject me to ridicule scandal, reproach, scorn or indignity.

I hereby warrant that I am over eighteen years of age, and competent to contract in my own name insofar as the above is concerned.

I HAVE READ THE FOREGOING RELEASE, AUTHORIZATION AND AGREEMENT, BEFORE AFFIXING MY SIGNATURE BELOW, AND WARRANT THAT I FULLY UNDERSTAND THE CONTENTS THEREOF.

__________________________________________
Signature

__________________________________________
Printed Name

__________________________________________
Address

__________________________________________
Date

If under the age of eighteen, the parent must sign below:
I hereby certify that I am the parent and/or guardian of ____________________________, a student under the age of eighteen years, and I hereby consent that any photographs which have been or are about to be taken may be used by the parties for the purposes set forth in the release hereinabove, signed by the student with the same force and effect as if executed by me.

__________________________________________
Signature

__________________________________________
Printed Name

__________________________________________
Address

__________________________________________
Date
APPENDIX B. ADVISING FORMS
APPENDIX B-1: PROGRAM OF STUDY

BACHELOR OF SCIENCE IN NURSING (BSN) Program of Study, AY 20-21

BACHELOR OF SCIENCE IN NURSING (RN-BSN) Program of Study, AY 20-21

MASTER OF SCIENCE IN NURSING (MSN) Program of Study, AY 20-21

GRADUATE CERTIFICATE IN NURSING EDUCATION Program of Study, AY 20-21
APPENDIX B-2: REMEDIATION FORMS (ACADEMIC AND CLINICAL)

REMEDIATION FOR ACADEMIC ISSUES

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student name</td>
<td></td>
</tr>
<tr>
<td>Report Prepared by</td>
<td>Class:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>REASON FOR REMEDIATION</th>
<th>ACTIONS TAKEN</th>
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<tbody>
<tr>
<td>□ Level one or below ATI testing (state test__________)</td>
<td>□ Conference with student: date</td>
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<tr>
<td>□ Score below 77 on unit exam</td>
<td>□ Review of test</td>
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<tr>
<td>□ Writing problems</td>
<td>□ Suggest study skills</td>
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<tr>
<td>□ Critical thinking problems</td>
<td>□ Discuss stress reduction strategies</td>
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<tr>
<td>□ Stress / anxiety</td>
<td>□ Review test taking principles</td>
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<tr>
<td>□ Classroom behavior problems</td>
<td>□ Suggest decreasing amount of time working</td>
</tr>
<tr>
<td>□ Other: (Explain) _________________________________</td>
<td>□ Suggest balance of college activities/ academics</td>
</tr>
<tr>
<td>□</td>
<td>□ Discuss testing accommodations</td>
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<tr>
<td>□</td>
<td>□ Referral to university services (eg counseling, etc)</td>
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Detailed Description of student need:

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<tr>
<th>OTHER ACTION(S)</th>
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<tbody>
<tr>
<td>□ Note on advising record: (date/s):________</td>
<td>□ Team meeting (date/s):____________________</td>
</tr>
<tr>
<td>□ Contacted course coordinator: (date/s):________</td>
<td>□ Other action(s):</td>
</tr>
<tr>
<td>□ Contact undergraduate director: (Date/s):______________</td>
<td>□</td>
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<tr>
<td>□ Conference with Chair: Date(s):_________________</td>
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</table>

ASSIGNMENTS OR REQUIREMENT(S) FOR STUDENT IF APPLICABLE

RESULTS (INCLUDE DATE):

STUDENT SIGNATURE: ________________________________ DATE: ________________________________

INITIATING INSTRUCTOR SIGNATURE: ________________________________ DATE: ________________________________

SIGNATURE OF FACULTY MEMBER(S) INVOLVED IN ASSESSING RESULTS OF ACTION: DATE: ________________________________
**REMEDIAION FORM FOR CLINICAL ISSUES**

**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Course:</th>
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<tr>
<th>Report Prepared by:</th>
<th>Date:</th>
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<tr>
<th>Clinical facility Unit:</th>
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</table>

**REASON FOR REFERRAL (CHECK ALL THAT APPLY)**

- □ Lack of familiarity with clinical skill
- □ Needs increase in confidence with skill
- □ Needs practice with procedure: see below
- □ IV insertion/ IV therapy
- □ Sterile technique
- □ Dressing change
- □ NG insertion or care
- □ Ostomy care
- □ Medication administration
- □ Isolation protocols
- □ Other: (Explain) ________________________________

**Detailed Description of student need:**

**PRIOR ACTION(S) TAKEN BY CLINICAL INSTRUCTOR**

- □ Note on anecdotal record: (date/s):_______
- □ Contacted course coordinator: (date/s):________
- □ Contact undergraduate director: (Date/s):________
- □ Conference with Chair: Date(s):________
- □ Verbal consultation (date/s)____________________
- □ Conference with Student: (Date/s):________________
- □ Team meeting (date/s):____________________
- □ Other action(s):

**REQUIREMENT(S) FOR STUDENT**

- □ Referral to skills lab
- □ Referral to administration
- □ Other action (assignment, etc) explain:

**RESULTS:**

<table>
<thead>
<tr>
<th>STUDENT SIGNATURE:</th>
<th>DATE:</th>
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<table>
<thead>
<tr>
<th>INITIATING INSTRUCTOR SIGNATURE:</th>
<th>DATE:</th>
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</table>

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<thead>
<tr>
<th>SIGNATURE OF FACULTY MEMBER(S) INVOLVED IN ASSESSING RESULTS OF ACTION:</th>
<th>DATE:</th>
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</table>
APPENDIX C: PROGRAM SATISFACTION SURVEYS
APPENDIX C-1: SURVEY TO COMMUNITY ADVISORY BOARD MEMBERS

Directions: This form is being circulated to members of the Community Advisory Board for the Department of Nursing at Appalachian State. Please provide your candid input and return either by email or traditional mail to the Chair of the Dept. of Nursing at ASU, PO Box 32151, Boone, NC 28608.

Your name:  
Agency:  

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
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<tbody>
<tr>
<td>1. Does the Department of Nursing at Appalachian State University have a good reputation among individuals at the agency you represent?</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>2. Do you have ideas about how the Nursing Department at ASU could have an enhanced collaboration with your agency? If so, please share them.</td>
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<td>Comments:</td>
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<tr>
<td>3. Are there programs you would like to see expanded or improved at ASU in the Department of Nursing? If so, please share them.</td>
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<td>Comments:</td>
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<tr>
<td>4. Are there programs or activities at your agency about which you feel the Nursing Department at ASU needs to be made aware? If so, please share them.</td>
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<td>Comments:</td>
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<td>5. Are there issues that have arisen in the past regarding collaborations with ASU Nursing Department about which you feel we need to be made aware? If so, please share them.</td>
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<td>Comments:</td>
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<td>6. Do you have any other comments or suggestions regarding the nursing program at ASU?</td>
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<tr>
<td>Comments:</td>
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Adopted 1/17/13
APPENDIX C-2: PROGRAM SATISFACTION SURVEY: GRADUATING STUDENTS

Program Satisfaction Survey: Graduating Students

Please complete the survey below.
Thank you!

The Program Satisfaction Survey is designed to evaluate the satisfaction level of how well our graduates believe they were prepared to achieve their program's (BSN, RN-BSN, MSN) goals and outcomes. Surveys are a part of our self-study process and are used for continuing quality improvement.

Please indicate your degree of satisfaction with each statement. We would appreciate any additional comments in the space provided.

All comments are confidential and will be summarized as group data.

Please select the program from which you will be graduating:
- [ ] BSN, prelicensure
- [ ] RN-BSN program
- [ ] MSN

Please select your graduating year:
- [ ] 2016
- [ ] 2017
- [ ] 2018
- [ ] 2019
- [ ] 2020
- [ ] 2021

Have you applied for a position or plan to apply for a position that will utilize your MSN?
- [ ] Yes
- [ ] No

Have you taken the certification exam for nurse educators (CNE)?
- [ ] Yes
- [ ] No

Did you pass the CNE exam the first time?
- [ ] Yes
- [ ] No

Which statement most accurately reflects your situation at this time regarding the CNE exam:
- [ ] I have not retaken the exam.
- [ ] I have retaken and passed.
- [ ] I plan to retake in the next year.

Are you planning to take the certification exam for nurse educators (CNE)?
- [ ] Yes
- [ ] No

When are you planning to take the certification exam for nurse educators?
- [ ] Within the next 3 months.
- [ ] Within the next 6 months.
- [ ] Within the next year.
- [ ] I am not sure at this time.

What are your reasons for not taking the certification exam for nurse educators (CNE)?

______________

Do you plan to take any other certifications exams?
- [ ] Yes
- [ ] No

What other certifications exams are you planning to take? Please list in the space below. Include full name of exam and licensing body.

______________

Are you planning on further academic education?
- [ ] Yes
- [ ] No
Which degrees are you considering at this time. Check all that apply.

☐ MSN
☐ PhD
☐ DNP
☐ EdD
☐ Other

If other, what degree are you considering?

______________________________

Please list your professional goals.

______________________________

Please list factors that led to your choosing the nursing program at App State:

______________________________

What do you believe are the major strengths of the program?

______________________________

What recommendations would you make for change in the program?

______________________________

Please select the professional organizations to which you belong:

☐ American Nurses Association
☐ State Nurses Association (e.g., NCNA)
☐ Sigma Theta Tau
☐ National Association of Neonatal Nurses
☐ American Association of Critical Care Nurses
☐ National Association of School Nurses
☐ Association of Women's Health, Obstetric and Neonatal Nurses
☐ Association of PeriOperative Registered Nurses
☐ Other
☐ I am not a current member of any professional nursing organization.

If other organization, please list:

______________________________

Please list any memberships in campus/community/civic organizations and the date joined.

______________________________

What was your most significant learning experience in the program?

______________________________
Please check the appropriate column to indicate your degree of satisfaction with how well the App State Nursing Program prepared you to:

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>No Opinion</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide holistic nursing care to individuals, families, groups, and communities across the lifespan based on professional nursing standards.</td>
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<tr>
<td>Engage in evidence-based practice through the utilization of critical thinking skills and state-of-the-art knowledge for persons with varying health promotion, health maintenance, health restoration, and end-of-life care needs.</td>
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<td>Participate in formal and informal experiences that promote both personal and professional growth.</td>
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<td>Employ effective communication skills (listening, verbal, nonverbal, and written) with individuals, families, groups, and communities as well as members of the health care team.</td>
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<td>Identify access, evaluate, and disseminate health information resources for self, colleagues, and individuals, families, groups, and communities.</td>
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<td>Demonstrate leadership skills in coordinating nursing care as well as in supervising nursing care provided by others.</td>
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<td>Empower persons to function at their highest level of ability through mutual goal-setting, advocacy, and education.</td>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Engage in lifelong learning, scholarship and service in order to promote</td>
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<tr>
<td>personal growth, advance the profession of nursing, and meet the health</td>
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<td>needs of society.</td>
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<tr>
<td>Practice as a generalist in health care setting.</td>
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<tr>
<td>Attend graduate school (if desired).</td>
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<td>Prepare for a different position or role in nursing.</td>
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<td>Integrate holistic best practices into education offerings for individuals</td>
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<td>and groups in academic, patient care and staff development settings.</td>
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<td>Develop an ongoing professional nursing role through scientific inquiry</td>
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<td>and lifelong learning and ethical practices.</td>
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<td>Integrate nursing and related sciences and humanities required for solving</td>
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<td>practice problems as an educator, practitioner or nursing leader in a</td>
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<td>variety of practice environments.</td>
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<td>Apply information, communication and emerging technologies and</td>
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<td>teaching-learning principles in collaboration with the</td>
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<td>inter-professional patient care teams for the improvement of health</td>
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<td>outcomes and disease management.</td>
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<td>Apply professional regulatory and accreditation standards including</td>
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<td>health care policies impacting professional nursing practice and health</td>
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<td>care quality and safety.</td>
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Design, implement, and evaluate educational offerings for individuals and groups that promote desired learner/patient outcomes.

Exhibit cultural competence in delivering appropriate educational offerings to individuals, families, communities, and special populations.

Demonstrate advocacy related to rural health issues impacting nursing care provision including education, practice and administration.

Please provide any additional comments that you feel will be helpful to our program.

We would like to stay in contact with you after graduation. After submitting your survey, you will be asked whether you would like to submit a personal email address and the name of your current work facility. If you agree, you will be directed to another questionnaire where you will be asked to give your email address and facility name. This email address will be used by the Department of Nursing to keep you informed of happenings here at App State Nursing. Your email address and work facility cannot be linked to your answers on this survey.
Alumni Survey (BSN, RN-BSN, MSN)

Please complete the survey below.

Thank you!

The Program Satisfaction Survey is designed to evaluate how satisfied you are with how well the App State Nursing program prepared you to achieve the program goals and outcomes. Please indicate your degree of satisfaction with each statement. Also, a space is provided for any additional comments. All comments are confidential and will be summarized as group data. Surveys are a part of our self-study process and are used for continuing quality program improvement.

From which program did you graduate?
- □ RN to BSN
- □ Prelicensure BSN
- □ MSN

Please select your graduating year:
- □ 2015
- □ 2016
- □ 2017
- □ 2018
- □ 2019
- □ 2020
- □ 2021
- □ 2022
- □ 2023
- □ 2024
- □ 2025

Setting you are employed
- □ Inpatient Hospital Facility
- □ Outpatient Hospital Facility
- □ Outpatient Clinic
- □ School Nursing
- □ Public Health Department
- □ Outpatient Mental Health Facility
- □ Inpatient Mental Health Facility
- □ Community College of Nursing
- □ University School of Nursing
- □ Hospital Staff Education
- □ Other

If other, please describe your employment setting:

_____________________________________________________________________

Nursing position/title:
- □ Staff nurse
- □ Charge Nurse
- □ Assistant Manager
- □ Manager
- □ Clinic nurse
- □ Clinical Coordinator
- □ Other

If other, please list position/title:

_____________________________________________________________________

REDCap

02/06/2019 2:02pm www.projectredcap.org
Clinical practice area:
- Inpatient-Med/Surg
- Inpatient-Critical Care
- Emergency room
- Inpatient Pediatrics
- Inpatient Pediatrics Critical Care/neonatal
- Outpatient Mental Health
- Inpatient Mental Health
- Labor and Delivery
- Inpatient Surgical Center
- Ambulatory Surgical Center
- Outpatient Clinic - Adults
- Outpatient Clinic - Adults
- Long-term Care
- Other

If other, please describe: ____________________________________________

3. List your reasons for choosing the nursing program at App State:
__________________________________________________________________

What do you think are the major strengths of the program?
__________________________________________________________________

What recommendations would you make for change in the program?
__________________________________________________________________

Select all professional nursing organizations to which you currently belong:
- American Nurses Association
- State Nurses Association (e.g., NCNA)
- Sigma Theta Tau
- National Association of Neonatal Nurses
- American Association of Critical Care Nurses
- National Association of School Nurses
- Association of Women's Health, Obstetric and Neonatal Nurses
- Association of periOperative Registered Nurses
- Other
- I am not a current member of any professional nursing organization.

If other, please list: ________________________________________________

List any memberships in civic/community organizations and the date you joined.
__________________________________________________________________

What was your most significant learning experience?
__________________________________________________________________

List any nursing specialty certifications you have, granting organization and date (e.g., Inpatient Obstetric Nursing, National Certification Corporation, 2016)
__________________________________________________________________
Please check the appropriate column to indicate your degree of satisfaction with the program in how well it prepared you to:

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neither Satisfied or Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide holistic nursing care to individuals, families, groups, and communities across the lifespan based on professional nursing standards.</td>
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<td>Engage in evidence-based practice through the utilization of critical thinking skills and state-of-the-art knowledge for persons with varying health promotion, health maintenance, health restoration, and end-of-life care needs.</td>
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<tr>
<td>Participate in formal and informal experiences that promote both personal and professional growth and lifelong learning.</td>
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<td>Employ effective communication skills (listening, verbal, nonverbal, and written) with individuals, families, groups, and communities as well as members of the health care team.</td>
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<td>Identify, access, evaluate, and disseminate health information resources for self, colleagues, and individuals, families, groups, and communities.</td>
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<td>Demonstrate leadership skills in coordinating nursing care as well as in supervising nursing care provided by others.</td>
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<td>Empower persons to function at their highest level of ability through mutual goal-setting, advocacy, and education.</td>
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</table>
Fulfill the roles of provider of care, designer, coordinator, and manager of care; and member of a profession appropriately and competently.

Exhibit a patient-centered caring approach that reflects the professional values of altruism, autonomy, human dignity, integrity, and social justice.

Adhere to economic ethical, legal, and professional nursing standards in nursing practice.

Practice as a generalist in health care setting.

Attend graduate school (if desired)

Prepare for a different position or role in nursing.

Integrate holistic best practices into education offerings for individuals and groups in academic, patient care and staff development settings.

Develop an ongoing professional nursing role through scientific inquiry and lifelong learning and ethical practices.

Integrate nursing and related sciences and humanities required for solving practice problems as an educator, practitioner or nursing leader in a variety of practice environments.

Apply information, communication and emerging technologies and teaching-learning principles in collaboration with the inter-professional patient care teams for the improvement of health outcomes and disease management.
Apply professional regulatory and accreditation standards including health care policies impacting professional nursing practice and health care quality and safety.

Design, implement, and evaluate educational offerings for individuals and groups that promote desired learner/patient outcomes.

Exhibit cultural competence in delivering appropriate educational offerings to individuals, families, communities, and special populations.

Demonstrate advocacy related to rural health issues impacting nursing care provision including education, practice and administration.

On a scale of 0 to 100 with 100 being the most satisfied, how satisfied were you with the overall program? (please slide the bar to the appropriate number)

We would like to stay in contact with you after graduation. After submitting your survey, you will be asked whether you would like to submit a personal email address and the name of your current work facility. If you agree, please click on the 'click' button and you will be directed to another questionnaire where you will be asked to give your email address and workplace information. This email address will be used by the Department of Nursing to keep you informed of happenings here at App State Nursing. Your email address and work facility cannot be linked to your answers on this survey.
APPENDIX C-4: PROGRAM EXIT SURVEY

Program Exit Survey

We would appreciate you taking the time to complete the survey below as a part of our quality improvement process within the Department of Nursing.

Thank you!

The faculty at Appalachian State University is committed to provide a nursing program of quality to our students and to assist them in meeting their educational goals. In keeping with these two goals, we would appreciate very much your completing the brief questionnaire below so that we can address any concerns, questions, or barriers that you encountered while enrolled in the BSN program. We realize that adult students have many responsibilities that sometimes interfere with continuous enrollment. If this has been your experience, we hope that you will return when your situation allows. We value your input as we continually seek ways to make quality improvement in the App State nursing program. Thank you for your time and assistance.

What App State Nursing program are you currently enrolled in?
- Pre-licensure BSN
- RN-BSN
- MSN

What year did you enroll into our program?

What was the last term and year you attended the Nursing Program at App State? Example (Fall, 2016)

Do you plan to apply for readmission to the Nursing Program at App State at a later date?
- Yes
- No

Are you currently enrolled in another nursing program?
- Yes
- No

What are your suggestions for improving the Nursing Program at App State?

02/06/2018 2:03pm
www.projectredcap.org
APPENDIX C-5: PROGRAM SATISFACTION SURVEY:
EMPLOYERS/SUPERVISORS

The Program Evaluation Survey is designed to solicit evaluative information from employers/supervisors of ASU BSN graduates. The items within the Likert scale on page 2 reflect the ASU Department of Nursing’s program outcomes. Please indicate how well you think our graduate performs in each category. A space is provided on page 3 for any additional comments. All comments are confidential and will be summarized as group data. Surveys are a part of our continuous quality improvement process. Thank you for taking the time to assist us.

Demographic Data:

1. Type of setting in which you are employed ______________________________

2. Facility at which you are employed: ________________________________

3. Type of Nursing Role/Position: ________________________________

4. Clinical practice area: ______________________________________

5. How long have you supervised this graduate? ____________________________
Please check the appropriate column to indicate the degree to which our graduate meets each criterion.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Excels</th>
<th>Above average</th>
<th>Meets criterion or N/A</th>
<th>Below average</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides holistic nursing care to individuals, families, groups, and communities across the lifespan based on professional nursing standards.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Engages in evidence-based practice through the utilization of critical thinking skills and state-of-the-art knowledge for persons with varying health promotion, health maintenance, health restoration, and end-of-life care needs.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Participates in formal and informal experiences that promote both personal and professional growth and lifelong learning.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Employs effective communication skills (listening, verbal, nonverbal, and written) with individuals, families, groups, and communities as well as members of the health care team.</td>
<td></td>
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<tr>
<td>Identifies, accesses, evaluates, and disseminates health information resources for self, colleagues, and individuals, families, groups, and communities.</td>
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</tr>
<tr>
<td>Demonstrates leadership skills in coordinating nursing care as well as in delegating and supervising nursing care provided by others.</td>
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</tr>
<tr>
<td>Empowers persons to function at their highest level of ability through mutual goal-setting, advocacy, and education.</td>
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<td></td>
</tr>
<tr>
<td>Fulfill the roles of Provider of care; Designer, Coordinator, and Manager of Care; and Member of a Profession appropriately and competently.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibit a patient-centered caring approach that reflects the professional values of altruism, autonomy, human dignity, integrity, and social justice.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Adhere to economic, ethical, legal, and professional nursing standards in nursing practice.</td>
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<td></td>
</tr>
</tbody>
</table>

Comments:
APPENDIX D: STUDENT EVALUATION OF FACULTY & COURSES
APPENDIX D-1: STUDENT EVALUATION OF FACULTY AND COURSES

Students are sent an online evaluation each semester for each nursing course in which they are enrolled. They will receive a link to the evaluation page. When the page opens they will be asked to enter their ASU Student ID. This is followed with the purpose for the evaluation, stated as follows:

The purpose of this evaluation is to provide a feedback mechanism so that both teaching effectiveness and student learning may be improved. It also serves to provide evidence of effectiveness in teaching and mentoring for faculty continuation, promotion, and tenure consideration. Honest, thoughtful evaluation from students is essential and appreciated. Responses will be anonymously reported to faculty and administrators.

Please evaluate NUR XXXX_INSTRUCTOR NAME COURSE TITLE

End of Block: Nursing Survey

Start of Block: NUR XXXX

Q1) Overall, this course was a valuable learning experience for me.

<table>
<thead>
<tr>
<th>Strongly agree (14)</th>
<th>Agree (15)</th>
<th>Neutral (16)</th>
<th>Disagree (17)</th>
<th>Strongly disagree (18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please select one: (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q2) The course contributed to my knowledge of/skills in the subject matter.

<table>
<thead>
<tr>
<th>Strongly agree (14)</th>
<th>Agree (15)</th>
<th>Neutral (16)</th>
<th>Disagree (17)</th>
<th>Strongly disagree (18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please select one: (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Q3) Overall, I consider this individual to be an effective instructor.

<table>
<thead>
<tr>
<th>Strongly agree (14)</th>
<th>Agree (15)</th>
<th>Neutral (16)</th>
<th>Disagree (17)</th>
<th>Strongly disagree (18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please select one: (1)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q4) The instructor provided timely evaluation of student work.

<table>
<thead>
<tr>
<th>Strongly agree (14)</th>
<th>Agree (15)</th>
<th>Neutral (16)</th>
<th>Disagree (17)</th>
<th>Strongly disagree (18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please select one: (1)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q5) The instructor was available to students for help and support.

<table>
<thead>
<tr>
<th>Strongly agree (14)</th>
<th>Agree (15)</th>
<th>Neutral (16)</th>
<th>Disagree (17)</th>
<th>Strongly disagree (18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please select one: (1)</td>
<td>✓</td>
<td></td>
<td></td>
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</tbody>
</table>

Q6) What were your instructor's Strengths?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Q7) How could your instructor improve his/her teaching?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Q8) How did this course contribute to your overall understanding of professional nursing?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

End of Block: NUR XXXX
APPENDIX E.
CLINICAL AGENCY EVALUATIONS
APPENDIX E-1: FACULTY CLINICAL AGENCY EVALUATION

Agency _____________________________________________  Term _____________
Course # ________________________________  Faculty ___________________________
No. of Students at Site: _______________    Population served by agency: ______________

Please rate the clinical agency using the following scale:

SA = Strongly Agree   A= Agree   D = Disagree   SD = Strongly Disagree

<table>
<thead>
<tr>
<th>Please check (✓) the following:</th>
<th>S A</th>
<th>A</th>
<th>D</th>
<th>S D</th>
</tr>
</thead>
<tbody>
<tr>
<td>The clinical agency provides students with learning experiences necessary to meet course and program objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The clinical agency provides opportunities for students’ personal learning objectives when possible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The clinical agency provides access to a clinical population with common and complex health care needs and/or services that facilitate achievement of course/program objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The clinical environment is supportive of and conducive to student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment and space for instructional activities are adequate and accessible to implement the education experience.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The clinical agency personnel supports a collaborative partnership with the University, Faculty, and Students to develop appropriate learning experiences.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>The clinical agency engages in a broad scope of contemporary nursing practices, models and professional approaches that promote, support and restore health and well-being.</td>
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</tbody>
</table>

COMMENTS:

Adopted 11/13
Revised 7/17/14, 2015
APPENDIX E-2: STUDENT CLINICAL AGENCY EVALUATION

Agency _____________________________________________  Term _____________
Course # ________________________________  Faculty _____________________________
No. of Students at Site: _______________    Population served by agency: ______________
Preceptor (if applicable): _______________________________________________________

Please rate the clinical agency using the following scale:

SA = Strongly Agree     A= Agree     D = Disagree     SD = Strongly Disagree

<table>
<thead>
<tr>
<th>Please check (√) the following:</th>
<th>S</th>
<th>A</th>
<th>D</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>The clinical agency provides students with learning experiences necessary to meet course and program objectives</td>
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<tr>
<td>The clinical agency provides opportunities for students’ personal learning objectives when possible.</td>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>The clinical agency engages in a broad scope of contemporary nursing practices, models and professional approaches that promote, support and restore health and well-being.</td>
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</tbody>
</table>

COMMENTS:

Adopted 11/13
Revised 7/17/2014, 2015
APPENDIX E-3: FACILITY EVALUATION OF CLINICAL EXPERIENCE
DEPARTMENT OF NURSING – BSN PROGRAM

Directions: Thank you for your willingness to complete this evaluation. You may mail to Dr. Kathleen Rayman, Chair ASU Department of Nursing ASU Box 32151 Boone NC 28608-2151 (envelope included) or email to her at heavneram@appstate.edu She may be reached by phone at 828-262-8039.

Agency: Semester/Year

Course Clinical Instructor:

Please provide input regarding the clinical experience using the following scale:
SA = Strongly Agree  A = Agree  D = Disagree  SD = Strongly Disagree  NA = Not Applicable

<table>
<thead>
<tr>
<th>Please check (√) one of the following for each question</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the clinical rotation the Clinical Instructor and the Nurse Manager/Educator/or designee reviewed policies, unit/facility focuses, clinical outcomes and expectations. Comments:</td>
<td></td>
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</tr>
<tr>
<td>The Clinical Instructor demonstrated competency to perform the expected unit-specific skills. Comments:</td>
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</tr>
<tr>
<td>The Clinical Instructor provided direct supervision of the students and was accessible to them in the patient care area at all times. Comments:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Appropriate communication and input for assignments was sought from the Nurse Manager/ Educator/Team Leader or Charge Nurse. Assignments and other pertinent data for the clinical day’s experience was posted. Comments:</td>
<td></td>
<td></td>
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</tbody>
</table>
Periodic conversation/conferences were held between the Clinical Instructor, Nurse Manager/Educator/or designee to identify concerns and review expectations regarding the students and/or staff.

Comments:

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NA</th>
</tr>
</thead>
</table>

The charge nurses/assigned RNs were kept informed of patient changes and were given a report on pertinent data related to the patient’s status and care provided during the shift.

Comments:

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NA</th>
</tr>
</thead>
</table>

Opportunities for students to meet and interact with facility leadership were encouraged and provided.

Comments:

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NA</th>
</tr>
</thead>
</table>

Facility updates and/or on-unit classes were made available to students and/or Clinical Instructor during the semester.

Comments:

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NA</th>
</tr>
</thead>
</table>

Students, under the supervision of the Clinical Instructor, were given opportunities to perform successful medication administration, treatments, and procedures under the direction of the Clinical Instructor and/or appropriate licensed facility personnel.

Comments:

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NA</th>
</tr>
</thead>
</table>

Students, under the supervision of the Clinical Instructor correctly documented pertinent information.

Comments:

<table>
<thead>
<tr>
<th>SA</th>
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<th>D</th>
<th>SD</th>
<th>NA</th>
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</thead>
</table>

The Clinical Instructor and Students demonstrated professional behaviors while in the facility.

Comments:

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>NA</th>
</tr>
</thead>
</table>

Nurse Manager or Educator/Designee’s summary of comments regarding rotation:
<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments by Clinical Instructor:</td>
<td></td>
</tr>
<tr>
<td>Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Review by Program Director/Department Chair:</td>
<td></td>
</tr>
<tr>
<td>Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Adopted: 11/2013
Revised: 7/17/14
APPENDIX F.
CLINICAL
PRECEPTOR
POLICY & FORMS
APPENDIX F: CLINICAL PRECEPTOR POLICY & FORMS

The purpose for the precepted clinical experience is to allow a student to experience direct nursing practice with expert guidance and support. Preceptorships can help students examine and apply theory in practice settings, increase personal and professional growth, promote quality nursing care, and ease the transition from student to practicing nurse. Preceptorships can also allow for formal recognition of the clinical competence of the preceptor and strengthen relationships between education and practice.

Definition of Preceptorship
A preceptorship is a planned experience for a specific nursing clinical course. It is incorporated into a student’s clinical experience and occurs in a clinical agency with which the Department of Nursing has a clinical agreement. The goal of a preceptorship is for the preceptor, a member of a clinical nursing or health care staff, to use education, clinical experiences, and expertise to facilitate the student (preceptee) within the ASU Department of Nursing to have rich and rewarding clinical experiences in a variety of settings.

Criteria for Selecting a Preceptor
Preceptor is defined as: “A registered nurse, who functions in a role which enhances nursing students’ learning experience; and is not a substitute or replacement for nurse faculty.”

In order to guide collaborative and/or independent preceptorship experiences, Preceptors must:
1. Be an employee of an agency with a clinical agreement with the ASU Department of Nursing.
2. Not be the direct supervisor of the student in an employed position
3. Hold a BSN or higher degree for at least two years or RN with a strong clinical background.
4. Express a willingness to serve in the role of preceptor.
5. Collaborate with the student to arrange coordinated schedules for the learning experience
6. Serve as a resource for clinical activities.
7. Serve as a role model for professional nursing practice.

Preceptor Orientation
An orientation will be provided for all preceptors by the respective course coordinator prior to the start of the clinical. It will include the following topics:
1. BSN Program Mission, Purposes, and Philosophy
2. BSN Expected Program Outcomes
3. ASU Curriculum and Evidence-based Nursing Practice
4. Review of documents germane to professional practice and their use in the curriculum and specific course
5. Preceptor Responsibilities
6. Preceptee Responsibilities
7. Nursing Faculty Responsibilities
8. Health Care Agency Role
9. Criteria for Selection of Preceptor
10. North Carolina Board of Nursing Guidelines for Preceptorship Experiences (BON website)
11. Legalities, Policies, and Safeguard Considerations
12. Nursing Course Overview and Clinical Learning Objectives
13. Types of Planned Learning Activities
14. Evaluation Process
15. Discussion, Expectations, Concerns and Questions

**Preceptor Responsibilities**

The preceptor is an experienced professional and practitioner with an interest in and commitment to teaching. The nursing faculty member or members are responsible for facilitating the accomplishment of course and program objectives. The preceptor will:

1. Provide the Department of Nursing evidence that she/he is an RN with a current unrestricted North Carolina RN license and has been in their current position for a minimum of two years.
2. Agree to serve as a role model, resource person, and to provide direct supervision and guidance for a preceptee for the entire clinical experiences.
3. Complete a preceptor orientation provided by ASU Department of Nursing (This may be in person with ASU faculty member.
4. Collaborate with nursing faculty and student based on course objectives and course requirements to ensure there is a quality learning experience
5. Plan and/or schedule the learning experiences guided by the specific clinical objectives and overall nursing course objectives and agency policies and procedures.
6. Guide, supervise and instruct the student as appropriate in the learning setting.
7. Participate with nursing faculty in providing the student with formative and summative evaluation recognizing that faculty retains final authority and responsibility.
8. Encourage increasing levels of responsibility by the student in providing patient care as appropriate.
9. Coordinate with course faculty the resources and support deemed appropriate for the learning experience.

**Preceptee (student) Responsibilities**

The preceptee is a student enrolled in the Pre-licensure BSN program who has developed personal and professional learning objectives within the guidelines of the nursing course and clinical objectives. The preceptee will:

1. Receive orientation to the precepted experience from the course coordinator during course orientation.
2. Identify and design a learning contract with specific clinical objectives that relate to the overall nursing course objectives, special learning interest and integration of classroom theory.
3. Share personal and professional learning objectives with the preceptor and revise them as needed.
4. Accept responsibility for own learning in the health care agency.
5. Demonstrate flexibility, willingness, and self-direction throughout the learning process.
6. Wear appropriate professional attire as outlined in the ASU Department of Nursing and health care agency policies.
7. Consistently be on time for, and stay for designated time commitment for the learning experience.
8. Communicate the schedule and any subsequent changes in the agreed upon schedule in a timely way to both the faculty member and the preceptor.
9. Discuss own strengths and areas for improvement with the nursing faculty and preceptor.
10. Assume increasing responsibility for client care working collaboratively and/or under the supervision of the preceptor.
11. Seek assistance from the nursing faculty and/or preceptor when appropriate.

**Nursing Faculty Responsibilities**

The ASU nursing faculty designed the BSN curriculum and the preceptorship process. The nursing faculty is involved in the nursing course where the preceptee will have a preceptorship. The course faculty member oversees the preceptorship experience in accordance with the nursing course objectives, departmental and university policies. The nursing faculty will:

1. Assess the qualifications of potential preceptors for serving in that capacity.
2. Match agency and preceptor for the optimal student learning experiences.
3. Assist the student and preceptor in identifying and designing specific clinical objectives that relate to the overall nursing course objectives, special learning interests and integration of classroom theory.
4. Approve all student learning contracts and objectives for the experience.
5. Assist the preceptor in the preceptor role and preceptorship process.
6. Communicate with the preceptee on a regular basis to discuss preceptee’s progress.
7. Assist the preceptee and preceptor by being available by phone and/or e-mail as a resource, consultant and for support.
8. Initiate necessary action if at any time the nursing program and/or health care agencies policies are not followed and/or client’s safety is jeopardized.
9. Complete the final clinical evaluation process with input from the preceptor.
10. Evaluate the experiences of the preceptorship.

**Agency Responsibilities**

In all preceptorship arrangements, ASU and the agency will enter into a clinical agreement which has been signed by representatives of both institutions. Before a student is placed in the clinical setting, nursing faculty approves the health care agency. The Health Care Agency will:
1. The Agency retains total responsibility for the care of its patients and clients and maintains administrative and professional supervision of students related to their assignments that affects its operations.

2. Insure that the preceptor and preceptee in a working collaborative/cooperatively relationship follow agency policies and guidelines.

3. Provide learning opportunities for students to observe and participate in on agency premises.

4. Facilitate the accomplishment of overall nursing course objectives and specific preceptee clinical objectives by allowing the preceptee access to various agency services.

5. Provide a safe environment for students and faculty in accordance with federal and state laws.

6. Provide faculty and students access to policies and procedures that they are expected to adhere to and follow.

7. Notify faculty of unsatisfactory performance or misconduct of students providing documentation of any charge to faculty. If a student fails to comply with agency policies or procedures, the agency may temporarily suspend student from further participation in that agency pending investigation or hearing.
APPENDIX F-1: CLINICAL PRECEPTOR RESUME

Date: __________________
Name: ____________________________________________________________________
ClinicalAgency____________________________________________________________
Work Address: _____________________________________________________________
E-mail Address: ____________________________________________________________
Work Telephone: ___________________________________________________________
Other Contact Number: ______________________________________________________
States currently licensed to practice nursing: _____________________________________
Date of nursing license expiration: _____________________________________________
Certification: _____________________________ Organization: _____________________
Date of Certification Expiration: _______________________________________________

Educational Background

Basic Nurse Preparation:
School Attended: ___________________________
Degree Received: ___________________________
Date Received: _____________________________

BSN Degree:
School Attended: ___________________________
Degree Received: ___________________________
Date Received: _____________________________

Masters Degree:
School Attended: ___________________________
Degree Received: ___________________________
Date Received: _____________________________

Work Experience:
Current: __________________________________
Title ___________________________ Date Began _____________
Specialty Area __________________________________

Previous: __________________________________
Title ___________________________ Date Began _____________
Specialty Area __________________________________

Previous: __________________________________
Title ___________________________ Date Began _____________
Specialty Area __________________________________
Have you had previous experience precepting nursing students?

☐ Yes  Types of Students? ________________________________________________________

☐ No

Comments: ____________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

How can the Department of Nursing at Appalachian State University better prepare you to assume this responsibility of preceptorship for nursing students?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________


Departmental Use Only

Clinical Course Associated With: ________________________________________________

Semesters Used: ____________________________________________________________

Date of orientation to preceptorship ________________________ by whom?____________

Original Date: 6/11/07, revised March 2012

Evaluation of Preceptorship Experience:
APPENDIX F-2: PRECEPTOR & CLINICAL FACULTY CLINICAL EVALUATION TOOL

(Preceptor Evaluation Summary)

Name: _________________________________________________________
Date:   ______________________ Final evaluation: ____________________
Preceptor:     ____________________________________________________
Clinical Site: ____________________________________________________

Grading Criteria:
Please evaluate the student with examples in the following areas and review evaluation with
the student. Each student is to be rated in each area in the following manner:

5  Exceeds standard of a BSN student; ** requires specific examples
4  Always meets standards; ** requires specific examples
3  Usually meets standards
2  Satisfactory, with assistance
1  Does not always meet standard; * requires specific examples
0  Never; * requires specific examples
N/A Does not apply

Please Note: The student is to share his/her self-evaluation with the preceptor as part of
their learning experience and in meeting objectives sited in any professional behavior.
Unsafe practice may result from any omission or commission that may endanger a
client’s safety and well-being.

Evaluation Criteria
Professional Behavior:
The student:
  a) develops and shares with preceptor at the beginning of clinical experience, the
     learning objectives for the experience;
  b) adheres to the grooming and dress code of Appalachian State University;
  c) is on time for each clinical day and attends clinical days as scheduled;
  d) maintains confidentiality concerning the client;
  e) clarifies areas of knowledge/skill;
  f) prepares for each clinical assignment (reading, skill review, etc.)
  g) is receptive to constructive guidance;
  h) maintains ethical conduct in the care of all clients;
  i) fulfills clinical area obligations;
  j) works effectively with clients and other staff involved in client’s care; and
  k) provides meaningful self-evaluation of learning experiences.
Application of Nursing Knowledge Base to Clinical Area of Nursing:
The student:
   a) applies nursing process in a collaborative team effort for the care of individuals, families, groups or communities;
   b) completes health assessment with client participation;
   c) completes physical assessment as appropriate to clinical setting;
   d) establishes health needs priorities with client participation;
   e) includes client in decision making process when addressing health needs;
   f) carries out in a safe, comfortable environment conducive to optimal health and human dignity; and
   g) evaluates effectiveness of interventions in collaboration with all parties involved.

Skills:
The student:
   a) performs complete nursing clinical skills as available in the site assignment and only those under the direction of the preceptor.

Preceptor Self-Evaluation:
Please comment on this Preceptorship experience. Did the ASU Preceptor orientation prepare you to serve as a preceptor? If yes, how? If no, why? Please make any suggestions that would enhance the preceptorship experience for you.
APPENDIX F-3: FACULTY CLINICAL AGENCY EVALUATION

Agency _____________________________________________  Term _____________
Course # ________________________________   Faculty ___________________________
No. of Students at Site: _______________    Population served by agency: ______________

Please rate the clinical agency using the following scale:

SA = Strongly Agree      A = Agree      D = Disagree      SD = Strongly Disagree

Please check (√) the following:

<table>
<thead>
<tr>
<th>Please check (√) the following:</th>
<th>S</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The clinical agency provides students with learning experiences necessary to meet course and program objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The clinical agency provides opportunities for students’ personal learning objectives when possible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The clinical agency provides access to a clinical population with common and complex health care needs and/or services that facilitate achievement of course/program objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The clinical environment is supportive of and conducive to student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment and space for instructional activities are adequate and accessible to implement the education experience.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The clinical agency personnel supports a collaborative partnership with the University, Faculty, and Students to develop appropriate learning experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The clinical agency engages in a broad scope of contemporary nursing practices, models and professional approaches that promote, support and restore health and well being.</td>
<td></td>
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</tr>
</tbody>
</table>

COMMENTS:

Adopted 11/13
Revised 7/17/14, 2015
APPENDIX F-4: STUDENT CLINICAL AGENCY EVALUATION

Agency _____________________________________________  Term _____________
Course # ________________________________  Faculty _____________________________
No. of Students at Site:  _______________    Population served by agency: ______________
Preceptor (if applicable):  _______________________________________________________

Please rate the clinical agency using the following scale:
SA = Strongly Agree     A= Agree     D = Disagree     SD = Strongly Disagree

<table>
<thead>
<tr>
<th>Please check (√) the following:</th>
<th>S A</th>
<th>A</th>
<th>D</th>
<th>S D</th>
</tr>
</thead>
<tbody>
<tr>
<td>The clinical agency provides students with learning experiences necessary to meet course and program objectives</td>
<td></td>
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</tr>
<tr>
<td>The clinical agency provides opportunities for students’ personal learning objectives when possible.</td>
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<tr>
<td>The clinical agency provides access to a clinical population with common and complex health care needs and/or services that facilitate achievement of course/program objectives.</td>
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<tr>
<td>The clinical environment is supportive of and conducive to student learning.</td>
<td></td>
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<tr>
<td>Equipment and space for instructional activities are adequate and accessible to implement the education experience.</td>
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<tr>
<td>The clinical agency personnel support a collaborative partnership with the University, Faculty, and Students to develop appropriate learning experiences.</td>
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</tr>
<tr>
<td>The clinical agency engages in a broad scope of contemporary nursing practices, models and professional approaches that promote, support and restore health and well-being.</td>
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</tr>
</tbody>
</table>

COMMENTS:

Adopted 11/13
Revised 7/17/2014, 2015
STUDENT PRECEPTOR EVALUATION

Please rate your preceptor using the following scale:  SA = Strongly Agree   A= Agree   D = Disagree   SD = Strongly Disagree
Comments are required for strongly agree or strongly disagree and general comments are encouraged.

<table>
<thead>
<tr>
<th>Please check (✓) the following:</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>My preceptor demonstrates an understanding of the Preceptor role</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My preceptor models professional behaviors with student, patients/families/visitors and members of the healthcare team</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>My preceptor demonstrates and encourages communication skills that facilitate student learning:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.  encourages questions and discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.  leads student through decision making</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>c.  provides timely and constructive feedback</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>d.  effectively communicates with other members of the healthcare team</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>e.  efficiently completes documentation of patient care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.  suggests and provides additional learning experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My preceptor demonstrates and encourages management and leadership skills that facilitate student learning:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.  respects the student as an adult learner and participant in the healthcare team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.  assists student in identifying goals and needs for preceptored experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.  identifies and addresses student’s knowledge deficits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
d. utilizes student’s strengths and knowledge

e. knowledge of facility’s policies, procedures, and quality initiatives and
   facilitates student’s incorporation of same into professional practice

f. promotes evidence-based practice inquiry and facilitates student’s
   incorporation of same into professional practice incorporation

My preceptor demonstrates and encourages strong clinical reasoning skills
that facilitate student learning:

a. assists student to enhance problem solving skills

b. assists student to refine organizational skills

c. encourages and assists student to assume increasing responsibility during
   the clinical rotation

STUDENTS ARE REQUIRED TO LIST 2-3 COMMENTS IN THE FOLLOWING SECTION:
The following are three positive attributes of my preceptor

_____________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________

The following are three areas that I believe my preceptor could improve

_____________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________

STUDENT SIGNATURE: __________________________ DATE: ______________

FACULTY COMMENTS:_________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

FACULTY SIGNATURE: __________________________ DATE: ______________

Student eval_preceptor.docx  4/15
APPENDIX G.
POLICIES
APPENDIX G: POLICY FOR EVENT REPORTING

This document is a student education record protected as confidential under the Family Educational Rights and Privacy Act.

Event reports are used for the improvement of the quality of patient care and the reduction of any circumstances which might cause or contribute to the event being repeated. When used in this manner, event reports become a tool for the education of the students/faculty and support the facility’s Quality and Safety initiatives. This policy and the accompanying form are to be used only for the purpose of education of involved parties within the Department of Nursing.

An event is any occurrence that is not consistent with the normal, routine operation of a facility and their policies and procedures, which may result in or have potential for injury and/or property damage. This definition includes near-miss situations. According to the Safe Medical Devices Act, event reports must be filled out if there is a malfunction of a piece of medical equipment. The FDA requires healthcare facilities to report when circumstances “reasonably suggest” that a medical device has caused or contributed to the death, serious injury, or serious illness of a patient. This type of event must be reported to the manufacturer and/or the FDA.

This confidential form is to be completed in conjunction with the clinical facilities’ document and according to their policy. The person (student and/or faculty) discovering the event should report the event according to the facility policy and complete the facility document along with this form.

This report should be submitted to the Chair of the Department of Nursing or the Director of Academic Support and Program Compliance within 24 hours of the event. The Chair will keep the form on file in the Chair’s office. A copy will not be placed in the student’s file. The event will not be recorded on the student clinical evaluation anecdotal note.

If circumstances documented suggest the need, the report will be discussed by the Chair of the Department of Nursing with the Dean (or designee) and the Office of General Counsel.

Reviewed September 2016
Revised 5/11/2017
APPENDIX G-1: CLINICAL EVENT FORM
This document is a student education record protected as confidential under the Family Educational Rights and Privacy Act.

This report is to be completed legibly, in detail and with factual information by student and faculty member. Please use back of form or additional paper if needed. Completed form should be given to the Nursing Department Chair within 24 hours of the event. Due to the nature of the information in the report, copies/scans of the form should not be made. This document is to be used only for the purpose of education of involved parties within the Department of Nursing.

<table>
<thead>
<tr>
<th>Initial Data:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>□ AM □ PM</td>
</tr>
<tr>
<td><strong>Facility Name and Address:</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Exact location of event: |  |

<table>
<thead>
<tr>
<th>Type of Event:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient □</td>
<td>Student □</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Witnessed □</th>
<th>Not Witnessed □</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td><strong>DOB:</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Address:** | **Phone Numbers:** |  |

| **Student Name:** | **Faculty Name:** |  |

<table>
<thead>
<tr>
<th>Witness(es):</th>
<th>use back of form if needed</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td><strong>Contact Info:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Name:</strong></td>
<td><strong>Contact Info:</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provider(s):</th>
<th>use back of form if needed</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Notified: Yes □ No □ Date: Time:</td>
<td></td>
</tr>
<tr>
<td><strong>Name:</strong></td>
<td>Notified: Yes □ No □ Date: Time:</td>
<td></td>
</tr>
</tbody>
</table>

**Description of the Event:** (WHO, WHAT, WHEN, WHERE, WHY, HOW) (use additional paper if needed)

<table>
<thead>
<tr>
<th>Medication Event:</th>
<th>Yes □</th>
<th>No □</th>
<th>Check all that apply below</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrong Drug- Yes □</td>
<td>No □</td>
<td>Wrong Dose- Yes □</td>
<td>No □</td>
<td>Wrong Route- Yes □</td>
</tr>
<tr>
<td>Wrong Time- Yes □</td>
<td>No □</td>
<td>Wrong Patient- Yes □</td>
<td>No □</td>
<td>New Medication Order- Yes □</td>
</tr>
<tr>
<td>High Alert Med- Yes □</td>
<td>No □</td>
<td>Misread Order (student)- Yes □</td>
<td>No □</td>
<td>Misread Order (faculty)- Yes □</td>
</tr>
<tr>
<td>Transcription Error- Yes □</td>
<td>No □</td>
<td>Abbreviation Error- Yes □</td>
<td>No □</td>
<td>Barcoding Error- Yes □</td>
</tr>
<tr>
<td>MAR Misinterpretation- Yes □</td>
<td>No □</td>
<td>Look/Sound Alike Med- Yes □</td>
<td>No □</td>
<td>Crowded med prep area- Yes □</td>
</tr>
<tr>
<td>Multiple meds simultaneous prepared- Yes □</td>
<td>No □</td>
<td>Omitted Required Assessment Prior to Administration- Yes □</td>
<td>No □</td>
<td></td>
</tr>
<tr>
<td>Faculty present when med prepared- Yes □</td>
<td>No □</td>
<td>Faculty present when med given- Yes □</td>
<td>No □</td>
<td></td>
</tr>
<tr>
<td>Two unique patient identifiers used- Yes □</td>
<td>No □</td>
<td>Three safety checks omitted- Yes □</td>
<td>No □</td>
<td></td>
</tr>
<tr>
<td>Student competency verified- Yes □</td>
<td>No □</td>
<td>Documentation- Yes □</td>
<td>No □</td>
<td></td>
</tr>
</tbody>
</table>
### Treatment Management Event:

<table>
<thead>
<tr>
<th></th>
<th>Yes □</th>
<th>No □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrong treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrong Patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrong Time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check all that apply below:

- Wrong treatment
- Wrong Patient
- Wrong Time

### Patient Fall Event:

<table>
<thead>
<tr>
<th></th>
<th>Yes □</th>
<th>No □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified as at risk for fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ambulation privilege</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status of bed rails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unlocked wheels on Bed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check all that apply below:

- Clean and smooth
- Slippery or wet
- Other: describe
- High
- Low
- Night light
- Unlimited
- Limited with assistance
- Complete bedrest
- 1 up
- 2 up
- 3 up
- 4 up
- Patient left in bathroom
- on bedpan
- bedside commode
- in any type of chair

### Patient/Site Identification compromised:

<table>
<thead>
<tr>
<th></th>
<th>Yes □</th>
<th>No □</th>
</tr>
</thead>
</table>

Check all that apply below:

- Yes
- No

### Other contributing factors:

- Were narcotics, analgesics, hypnotics, sedatives, diuretics, antihypertensives or anticonvulsants given during last 4 hours? Yes □ No □
- Drug(s) Dose(s) Time(s)

### Person notified other than physician: include name, date and time notified

- Nurse Manager:
- Risk Manager:
- Department Chair:
- Director of Academic Support and Program Compliance:
### Additional info from faculty perspective:

### Additional info from student perspective:

### Evaluation/Follow-up: Please circle appropriate category(s) and document action/plan below:

- Staff discussion
- Policy and procedure review
- Equipment change
- Counseling
- Re-education and return demonstration
- Disciplinary process
- Other

[ ] Staff discussion  [ ] Policy and procedure review  [ ] Equipment change  [ ] Counseling  [ ] Re-education and return demonstration  [ ] Disciplinary process  [ ] Other

________________________________

### Printed Name and Signature of Faculty Completing Report

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

### Printed Name and Signature of Student

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

Reviewed September 2016
Revised 5/11/2017
APPENDIX G-2: ACCIDENT & INJURY POLICY & PROCEDURE

Purpose:
To be in compliance with Nursing Department and Appalachian State University institutional guidelines for reporting, providing appropriate intervention, and follow-up post-accident or injury.

Policy:
Students are responsible for reporting any accident or injury to their faculty and the Chair of the Department of Nursing immediately. Appropriate intervention/treatment should occur in a timely fashion. The Event Report for Accident or Injury located in the FORMS section should be completed and turned in to the Director of Academic Support and Program Compliance within 48 hours of the event. A University Report will be made via http://hrs.appstate.edu/initial-notification-injury-form

Definition:
An accident/injury is defined as an undesirable and unexpected event which results in potential or personal harm that impacts the faculty or the student’s ability to provide safe and quality patient care. In addition, an accident/injury includes occupational exposure to blood and body fluids and airborne pathogens during clinical/classroom labs. Occupational exposure may be described as a percutaneous (needle stick, cut, or puncture) or mucous membrane (splash to the eyes, nasal mucosa, or mouth) exposure to body fluids (blood or other infectious material), a cutaneous exposure when chapped or abraded skin or otherwise non-intact skin is contaminated with infectious materials, or exposure to infectious airborne agents by way of inhalation or contact. Events related to clinical travel are also included in this policy.

Procedure:
Students must report all accidents/injuries to the faculty, the Program Director or the Chair of the Department of Nursing and the Director of Academic Support and Program Compliance. An assessment of the accident/injury will be made regarding the accident/injury relationship to the Safety and Technical Standards Policy and Procedure.

For events that occur in the clinical or lab setting the student will initially report to the instructor/faculty. Events related to clinical travel are also included in this policy. The student, with the assistance of the faculty, must complete a Department of Nursing accident/injury report and/or agency incident report and seek appropriate medical follow-up according to clinical agency’s policy and the Appalachian State University Department of Nursing. Students are responsible for the costs of any tests or treatments due to accident/injuries that occur during clinical/classroom experiences.

When an occupational exposure to blood or body fluids occurs, the clinical facility policy and procedures are initiated. The appropriate facility personnel will inform the individual that is the source of exposure of the incident and individual will be tested for serologic evidence of HIV antibodies and Hepatitis B antigen after consent is obtained. If the source individual has AIDS, is positive for HIV antibody, is positive for Hepatitis B antigen or refuses the test, the student should be counseled regarding the risk of infection and evaluated clinically and serologically for evidence of HIV or HBV infection as soon as possible after the exposure. Students with seronegative results for HIV should be retested in 6 weeks, 12 weeks, and 6 months post-exposure (CDC, 1990). The student should be advised to report and seek medical evaluation for any acute febrile illness that occurs within 12 weeks after the exposure. An illness characterized by fever, rash, or lymphadenopathy may be indicative of recent HIV infection.
When students are exposed to TB disease, the student should be referred to his or her family physician or health school to begin follow up and appropriate therapy. Baseline testing should be performed as soon as possible post-exposure. The student must be cleared by a physician or health care provider prior to return to clinical.

**Students who sustain any accidents/injuries should be referred to their private physician/health care provider or Appalachian State University Student Health for further assessment and follow-up.**

**Forms for this policy are located in the FORMS section of handbook.**

Reviewed:
5/26/11, 5/15
Revised 5/11/17
Accident and Injury Policy.docx
APPENDIX G-3: ACCIDENT OR INJURY EVENT REPORT FORM

Part A: Documentation of Specifics Related to the Event

This report is to be completed legibly, in detail and with factual information by student and faculty member. Please use additional paper if needed.

| 1. Date: |  |  |
| 2. Circle appropriate category for person involved: | Student | Faculty | Staff | Visitor |
| 3. Name: |  |  |
| Address: |  |  |
| Phone Numbers: |  |  |
| 4. Detailed statement of facts related to event and description of injury if applicable: |  |
| 5. Causative Factors: Please list and describe any causative or contributing factors |  |
| Person |  |
| Equipment |  |
| Other |  |
| 6. Description of Immediate Action Taken/Treatment: |  |
| 7. Witnesses: Please list information below regarding persons observing/involved in the event |  |
| Name(s): |  |
| Address: |  |
| Phone numbers: |  |
| Relationship to the event: |  |
| 8. Notification of Nursing Department and/or Clinical Facility |  |
| Name(s) and position of person(s) notified: |  |
**Part B: Documentation of Investigative Component of the Event**

1. Date:  
   Time:  

2. Name of person involved in event:  

3. Name and credentials of person investigating event:  

4. Documentation of calls placed regarding the event:  
   a. To whom  
   b. Contact information  
   c. Synopsis of information gathered  

5. Descriptive documentation of interventions and/or treatment:  

6. Evaluation/Follow-up: Please circle appropriate category(s) and document action/plan below:  
   - Policy and procedure review  
   - Counseling  
   - Equipment change  
   - Staff discussion  
   - Re-education and return demonstration  
   - Disciplinary process
<table>
<thead>
<tr>
<th>7. Printed Name and Signature of Person Completing Report</th>
<th>Date:</th>
</tr>
</thead>
</table>

05/11 Event Report for Accident or Injury.docx
APPENDIX G-4: SAFETY AND TECHNICAL STANDARDS POLICY AND PROCEDURE

Appalachian State University
Department of Nursing
Safety and Technical Standards Policy and Procedure
for
BSN, RN-BSN and MSN Nursing Programs

Purpose: To validate all students’ ability to meet the cognitive, affective and psychomotor requirements of the curriculum, with or without reasonable accommodations, while enrolled in any of the Appalachian State University Nursing programs. This policy and related procedures shall be implemented in a manner consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as subsequently amended. In addition, students must be in compliance with the patient safety and quality standards of clinical and other regulatory agencies.

Policy: For admission and progression in any of the Appalachian State University Nursing programs, all students must:

1. Meet the required eligibility requirements and the patient safety and quality standards of clinical and other regulatory agencies.
2. Newly admitted students must:
   a. Complete the health appraisal and have a physical examination performed by a licensed practitioner such as a physician or nurse practitioner.
   b. Complete and obtain approval of the “Safety and Technical Standards” form (attached).
   c. Provide documentation of required immunizations including completion of 2-step Mantoux (PPD) testing.
   d. Provide documentation of current American Heart Association CPR certification in adult and infant/child at the health care provider level.
3. In order to progress in the program, all current students must submit, at the beginning of each subsequent academic year, the Annual Health, Safety and Technical Standards Self Evaluation form (in the forms section of this document) for validation of meeting the safety and technical standards.
4. All students must maintain currency of immunization status, PPD testing and CPR.
5. Students who incur subsequent illness or injury must be assessed at the time of said occurrence to determine if they remain in compliance with this policy and its intent.

Confidentiality: The handling of all records and subject information will be strictly confidential and revealed only to those required to have access, e.g., ODR, Appalachian’s Department of Nursing, clinical agencies, etc. Any breach of confidentiality will be considered serious and appropriate disciplinary action will be taken.

Procedure:
Initial verification of student of meeting required safety and technical standards

1. Once the applicant has met the eligibility requirements for acceptance, the “Safety & Technical Standards” form will be sent from the Department of Nursing to the applicant
with the official notification of provisional acceptance into any of the Appalachian State University Nursing programs.

2. The student must complete the form and return it to the Department of Nursing by the specified return date.

**Annual verification by student of meeting required safety and technical standards**

1. Prior to the beginning of subsequent academic years, each current student must submit the *Annual Health, Safety and Technical Standards Self Evaluation* form (found in the forms section of this document) for validation of health status and ability to meet the safety and technical standards.

2. Failure to provide appropriate documentation as requested may result in the student’s not being allowed to participate in clinical courses and/or dismissal from the program based on the inability to meet the safety and technical standards.

**Reasonable Accommodations Due to a Disability**

1. At any time within the program, students needing reasonable accommodations in order to meet any of the technical and performance standards must:
   a. Make requests to the Office of Disability Resources (ODR).
   b. ODR will engage in an interactive process to determine eligibility and may consult with the Department of Nursing to determine reasonable accommodations.
   c. If reasonable accommodations are approved ODR will notify students regarding eligibility and will create an Accommodation Plan to identify the approved reasonable accommodations.

**Temporary impairment verification by student of meeting required safety and technical standards**

1. If a student is injured, is ill, or the student’s health status changes, this must be reported to the Chair of the Department of Nursing within 24 hours and/or prior to clinical experience.

2. The Director of Academic Support and Program Compliance will request that the student provide verification from a health care provider of the student’s continued ability to perform clinical activities. In addition, the student must also be cleared by the assigned clinical facility and the Department of Nursing in accordance with the facility’s patient safety and quality standards.

3. A copy of the “Safety and Technical Standards” form and a cover memo for the health care provider to verify that the student can meet the safety and technical standards will be provided to the health care provider by the student.
   a. The student will return the health care provider-completed and signed memo to the Director of Academic Support and Program Compliance.
   b. If the student needs accommodations due to a temporary impairment requests should be made to ODR.

4. The Department of Nursing will submit all associated documentation to the clinical facility for review and determination of the students’ ability to participate in clinical.
Until a decision is made, the student will not be allowed to participate in clinical courses.

Failure to provide documentation
Failure to provide appropriate documentation as requested may result in the student’s not being allowed to participate in clinical courses and/or dismissal from the program based on the inability to meet safety and technical standards.

Disputing the decision
The student may make a written appeal of a decision made by the Department of Nursing pursuant to this policy. Such an appeal shall be made to the Chair of the Department of Nursing within fifteen (15) working days from the student’s receipt of notice of the decision. If the situation cannot be resolved at the Department level, the student may appeal to the Dean of the Beaver College of Health Sciences within 15 working days of the Department’s denial of the first appeal. The appeal to the Dean must be submitted in writing and include documentation related to the situation. The Department will also have an opportunity to provide written documentation about the situation. The documentation will include specific details regarding why the Department has denied the appeal, and a record of the communication with the student. The decision of the Dean is binding (final).

Misrepresentations
Any identified misrepresentation, falsification, or material omission of information by the student may result in dismissal from the Nursing program.

Amendments or Termination of this Policy: Appalachian State University Department of Nursing reserves the right to modify, amend, or terminate this policy at any time.
Safety and Technical Standards requirements for admission to, progression in, and completion of the BSN, RN-BSN or MSN programs in Nursing:

General abilities
To provide quality nursing care, the student is expected to possess functional use of the senses of vision, touch, hearing, taste and smell. All data received by the senses must be integrated, analyzed and synthesized in a consistent and accurate manner. The student must be able to observe patients accurately at a distance and close at hand. In addition, the student is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium and movement.

Observational Ability
The student is expected to be able to observe the patient/client holistically to accurately assess any health/illness alterations. Inherent in this observation process is the functional use of the senses and sufficient motor capability to carry out the necessary assessment activities.

Communication
The student is expected to be able to effectively communicate and receive communication, both verbally and non-verbally. This requires the ability to see, speak, hear, read, write, and effectively utilize the English language. A student must be able to elicit information, describe changes in mood, activity and posture, and receive nonverbal communications. A student must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The student must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

Motor Ability
The student is expected to be able to perform gross and fine motor movements required to provide holistic nursing care. Examples of care that the student must be able to perform include turning, transferring, transporting, and exercising the patients/clients. The student is expected to have the psychomotor skills necessary to perform or assist with procedures, treatments, administration of medications, and emergency interventions. Examples of emergency interventions reasonably required of nurses are cardiopulmonary resuscitation, the administration of parenteral medication, the application of pressure to stop bleeding, and the suctioning of obstructed airways. A candidate must also be able to protect the patients in emergency situations such as a fire event. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch, hearing, and vision. The student is expected to be able to maintain consciousness and equilibrium, and have the physical strength and stamina to perform satisfactorily in clinical nursing experiences.

Intellectual – Conceptual Ability
The student is expected to have the ability to develop problem solving skills, and demonstrate the ability to establish care plans and set priorities. This includes the ability to calculate, analyze, and synthesize objective, as well subjective, data and make decisions that reflect consistent and thoughtful deliberation of the appropriate data. The student is expected to be able to listen, speak, read, write, reason, and perform mathematical functions at a level which allows the student to process and understand the materials presented (in both a written and a verbal format) throughout his or her course of study.
Behavioral/Social Attributes
The student is expected to have the emotional stability to fully utilize his/her intellectual abilities, exercise sound judgment, complete assessment and intervention activities, and develop sensitive interpersonal relationships with patients/clients, families, and others responsible for health care. The student is expected to have the flexibility to function effectively under stress; that is, the individual is expected to be able to learn to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Concern for others, integrity, accountability, interest and motivation are necessary personal qualities.

Name:_______________________________________________________________________________

Last      First       MI

Mailing Address: ______________________________________________________________________

Street     City    State    Zip Code

1. If you had sufficient educational preparation would you be able to perform, with or without reasonable accommodations, the customary techniques for physical assessment such as auscultation (listening with a stethoscope), percussion (tapping of the chest or abdomen to elicit a sound indicating the relative density of the body part), palpation (feeling various body parts such as the breast or abdomen with the ability to discern the size, shape and consistency of masses), and visual observation sufficient to note such changes as skin and eye color, and body positioning as well as to use such instruments as an otoscope (magnifying instrument for examining the ear) and ophthalmoscope (magnifying instrument eye examinations)?

☐ Yes (with or without accommodations) ☐ No

2. If you had sufficient educational preparation would you be able to perform, with or without reasonable accommodations, basic nursing procedures such as giving injections of medications, inserting intravenous lines, transferring, lifting, and turning patients and assisting patients in their activities?

☐ Yes (with or without accommodations) ☐ No

3. If you had sufficient educational preparation would you be able to perform quickly and effectively, with or without reasonable accommodations, such emergency procedures as cardiopulmonary resuscitation and suctioning of obstructed airways?

☐ Yes (with or without accommodations) ☐ No

4. Are you able to communicate orally and in writing and receive communication so as to conduct patient interviews, to provide patient education, and to make your assessments and plans known to others on the health care team?

☐ Yes (with or without accommodations) ☐ No

5. Are you able to withstand the physical and psychological rigors of nursing education and practice? Both may entail long classroom and clinical hours, strenuous physical activity, exposure to latex and other allergens and taking care of patients with serious illnesses, contagious diseases, terminal diseases, and severe emotional disorders. Consistent class attendance is mandatory due to the clinical nature of the nursing program.

☐ Yes (with or without accommodations) ☐ No
6. Can you meet the immunization requirements for nursing students as listed below? For information on costs at APP STATE Student Health Services go to:
http://healthservices.appstate.edu/pagesmith/98

**MMR vaccine requirement:** 2 MMR vaccines given after the 1st birthday and at least 30 days apart are required.

**Tuberculosis screening requirement:** Initial TB screening – 2 separate PPD tests within one year (a.k.a., “two step”) or Provider Review if history of positive PPD. Then annual TB screening is required.

**DPT/Td requirement:** A series of 3 doses of DPT, DTaP, or Td -- one within past 10 years; one dose Tdap (Adacel or Boosterix) (date must be after vaccine release day of May 2005). Td will be repeated if Tdap is ≥10 years.

**Hepatitis B vaccine requirement:** A series of 3 vaccines and a positive blood titer is required.

**Varicella/Chicken Pox Immunity requirement:** If a student has a history of chicken pox disease, a positive blood titer is required. If a student has no history of chicken pox disease, a 2 dose series of vaccine is acceptable.

**Annual Influenza Vaccine:** Required by clinical facilities.

☐ Yes ☐ No If no, why?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

7. Are you able, with or without reasonable accommodations, to listen, speak, read, write, reason and perform mathematical functions at a level which allows you to process and understand materials which are presented to you (in either a verbal or a written format)?

☐ Yes (with or without accommodations) ☐ No

8. Having read the Safety and Technical Standards for Appalachian State University Department of Nursing, do you require reasonable accommodations, consistent with the Americans with Disabilities Act, to meet any of these requirements?

☐ Yes ☐ No

I certify that the information submitted in this application is complete and correct to the best of my knowledge. I understand that submission of false or incorrect information may cause my application to be rejected or may result in my dismissal from Appalachian State University, if admitted. I understand that any request for accommodation will be evaluated to determine the reasonableness of the requested accommodation and the adequacy of the supporting documentation.

__________________________
Applicant's Signature

__________________________
Date

If you have any questions regarding the above questions, please feel free to contact the Director of Academic Support and Program Compliance for the Department of Nursing, Jill Venable (venablejz@appstate.edu).
Health Care Provider Verification

[ ] I have reviewed the information provided by the student in this document. I have discussed this information with the student. To the best of my knowledge, this student is able to meet the Safety and Technical Standards required for the BSN or RN-BSN Program at Appalachian State University.

MD/NP/DO/PA Signature: _________________________________ Date: ________________

Approved 5/7/2010
safetechical_standardshandbook[1].doc
Safetechical_standardshandbook Approved January, 2019
APPENDIX G-5: SOCIAL MEDIA POLICY

Purpose:
The purpose of this policy is to provide faculty and students with an understanding of the policy of the Appalachian State University Department of Nursing regarding the use of social media and other electronic communications.

Definition:
For the purpose of this policy, Social Media is defined as any user-generated content or online network/applications that faculty or students may contribute to from a personal or professional perspective. Currently identified avenues include, but are not limited to texting, Facebook, Twitter, YouTube, personal or community blogs, or educational sites such as ASULearn.

Rationale:
Social media is a promising innovation with the potential to enhance global health care information exchange and significantly impact patient care. However, social media is a tool, which when used inappropriately, has the potential to bring harm to colleagues, patients, the profession, and even nurses’ careers. The ability of search engines to bring long forgotten information to current accessibility, with just a few keystrokes, may result in far-reaching consequences for individuals and the institution. One should be cognizant of the legal liability associated with inappropriate or misuse of any type of social media.

Policy:
Representation of the University and the Department in a manner that is fair, accurate, in compliance with requirements of a legal nature, and protective of the reputation of the individual(s) the university and any affiliated institution/agency should be the primary focus of faculty and students in any method of communication. To insure an understanding of the parameters of these emerging technology and applications, the following statements will serve as guidelines and will be modified as appropriate:

1. Guidelines provided in the Appalachian State University Codes of Conduct must be adhered to.
2. All representations must be made in a fair, accurate and legal manner that protects the brand and/or reputation of all involved.
3. Protect confidential, sensitive, and proprietary information. HIPAA, University and other privacy, confidentiality and security guidelines must be followed at all times. The realm of this responsibility includes your peers, faculty and staff and associated clinical facilities/agencies and their clients.
4. Information concerning the above mentioned areas must not be posted in any avenue of social media and in particular in an online forum or webpage.
5. At no time should photographs or videos be made in a clinical facility/agency without the written permission of the administration of the facility/agency.

Considerations:
1. Think twice about posting as no site is truly private. If you are unsure about a potential post, seek guidance and clarification from departmental faculty or staff.

2. Respect your audience.

3. Your foremost consideration should be the fact that you are legally liable and have sole responsibility for your use of social media. So-called “hidden usernames”, text messages and other types of social media can and have been traced.

4. Promptly report any concerns about breaches of this policy to the Chair of the Nursing Department.

**Consequences:**

1. Violations are subject to the penalties HIPPA Privacy and Security Act.

2. Sharing of unprofessional or confidential information will result in disciplinary action that may include failure of the course or dismissal from the nursing program/position.

3. Legal responsibility of a personal and professional nature for use of social media that is found to be defamatory, harassing, or in violation of any other applicable law.

Please view the video at the link below which provides an overview of the National Council of State Boards of Nursing position on Social Media in the profession of Nursing.

www.youtube.com/watch?v=i9FBEiZRnmo

http://www.youtube.com/watch?v=oG7E-tR975g
APPENDIX G-6: INCLEMENT WEATHER POLICY

PURPOSE:
The purpose of this policy is to establish a centralized, equitable policy for what clinical instructors should do regarding the cancellation or delay of clinical experiences for nursing students in the event of adverse weather conditions. The Department of Nursing follows University policy for on-campus classes.

1. When the University has been closed due to adverse weather conditions all clinical related experiences will also be cancelled.

2. If the determination has not been made regarding the closing of the University by 2 hours prior to the usual start of clinical, the clinical experience will be delayed two hours until the University decision has been made.
   a. On a day that the University has delayed classes, students will leave for clinical at the time that classes resume on campus (for example if the University delays classes until 12 noon, students will leave Boone for clinical at 12 noon). That way, if the delay is extended, students would not already be on the road to clinical.
   b. On a day that the University has not delayed classes but weather is a concern, students will not leave Boone before 7:30 am. This will allow for decisions to be made at a reasonable hour with more information and students will be on the road in daylight.

3. If the University is open, but weather conditions are judged to be adverse by the faculty member either where the faculty member resides or where the clinical experience occurs, the faculty member will consult with the Chair of the Department of Nursing or her/his designee to determine if clinical should be held, delayed, or cancelled. The main priority is the safety of students, faculty, and staff.

4. The decision to delay or cancel clinical should be made as early as possible, prior to the usual departure time for the clinical experience.

5. If there is a decision to cancel clinical or delay the start, the instructor will inform the students by way of email or other communication method established at the beginning of the course. This established communication method for adverse weather is posted on the course syllabus.

6. If there is a decision to cancel clinical or delay the start, the lead instructor for the course should inform the clinical facility at least one hour prior to the usual start of clinical by way of a phone call to the unit.

7. Changes in the weather may require that clinical be suspended. The faculty member will contact the Chair of the Department of Nursing or her/his designee to determine if clinical should be suspended.
8. Any decision to cancel, delay or suspend clinical experiences because of adverse weather must be approved by the Chair of the Department of Nursing or her/his designee. The “Inclement Weather Form related to Clinical Cancellation, Delay or Suspension” must be completed and kept on file in the Department of Nursing as a record. Information and completed forms should be forwarded to the Director of Academic Support and Program Compliance.

9. If possible, clinical will be extended on that day by the same number of hours (start time will be hour one) for up to two hours. The faculty member should confirm that the unit is available.

10. If #9 is not possible, an additional pre-determined number of hours can be added to subsequent days and/or scheduled for make-up day, including weekends as necessary.

Revised 3/3/16, 5/11/17
APPENDIX G-7: INCLEMENT WEATHER FORM
RELATED TO CLINICAL CANCELLATION OR DELAY

Due to adverse weather conditions a determination has been made to cancel or delay the clinical experience for the Appalachian State University student nurses as follows:

Date:

Clinical Agency:

Clinical Instructor:

Clinical Unit:

Normal times of the clinical experience: _________________ to________________

Specific reason for cancellation or delay:

Clinical will be cancelled ______
Clinical will be delayed or dismissed early______
Time clinical started_________ Time clinical ended_________
Hours to be made-up________
Proposed plans for make-up of the clinical experience:

_________________________________                           ___________________

Signature of Chair of the Department of Nursing    Date of signature

Approved by Faculty 2/11/16; revised 2/18/16; Re-approved 3/3/16
APPENDIX G-8: STUDENT CRIMINAL BACKGROUND CHECK & DRUG SCREENING POLICY*

1. Introduction

1.1 It is a condition of initial enrollment in the Appalachian State University Department of Nursing (the “Department”), and a condition of eligibility to continue enrollment in a Nursing program, that Nursing students meet all academic and other requirements imposed by the Department, as well as requirements of each external health and human service agency where the Department attempts to place the student in a given semester.

1.2 The Department must secure the cooperation of independent external health and human service agencies (“Agencies”) to provide appropriate educational, internship, clinical, or field experiences for its students. Increasingly, those Agencies will not accept students who do not meet requirements that apply to their employees, including drug tests and criminal background checks. Because criminal background checks are now required by the North Carolina Board of Nursing for all licensure applicants, and because of recommendations from the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), many Agencies now require that Nursing students who will intern at their sites successfully complete criminal background checks and drug screening. Each student must undergo a criminal background check by a Department of Nursing-approved agency.

1.3 In addition to meeting all Department and other college and University academic and conduct requirements, students have the additional responsibility to meet requirements imposed by each Agency where they will receive clinical or field education, including internships. A student who is rejected by one or more Agencies because of failure to meet the Agency’s criminal background and/or drug testing requirements will be subject to dismissal from the Nursing Program in accordance with the Department of Nursing Academic Dismissal Policy.

2. Agency Criminal Background Check Requirements

2.1 Students not meeting requirements regarding the criminal background checks are subject to dismissal from the program. See Student Handbook Dismissal Policy on page 59.

2.2 University officials will have electronic access to the criminal background report.

2.3 The University seeks information on convictions, all pleas that are acknowledgements responsibility, and all pending criminal actions. Arrests or detention orders that do not result in convictions or pleas will not be considered. The candidate will be asked to provide information about the candidate’s criminal and discipline records. This information is critical, and a failure by the candidate to provide this data or to provide it accurately will result in a rejection of the candidacy or other decision adverse to the candidate. All materials collected pursuant to this policy will be held confidentially and securely, and it will be maintained in a file separate from the regular files maintained for each candidate.

2.4 The existence of a conviction or plea, or other determination or acceptance of responsibility for a crime or misconduct, does not automatically render a candidate unqualified. Where such matters are evident, the following factors will be considered by University officials in determining whether a candidate is qualified:
   A. the nature of the crime or misconduct;
B. the circumstances surrounding the crime or misconduct;
C. the existence, number and type of other incidents of crime or misconduct;
D. the time that has elapsed since the conviction or other determination;
E. the actions and activities of the student since the date(s) of reported crime(s) or misconduct;
F. the rehabilitation record of the student;
G. any related information;
H. the honesty of the student in disclosing and/or explaining the crime or misconduct;
I. any professional opinions about the possibility or likelihood of future criminal behavior or other misconduct;
J. explanations and/or other information provided by the candidate; and
K. the willingness of a healthcare facility or other agency to accept the candidate for any clinical experience.

In addition, University officials may use the attached GUIDELINES FOR ASSESSING CRIMES AND MISCONDUCT AS THEY RELATE TO NURSING REQUIREMENTS AND ACTIVITIES.

2.5 The criminal background check will only be used for evaluating the candidate’s qualifications; it will not be used to discriminate on the basis of race, color, national origin, religion, creed, sex, gender identity and expression, political affiliation, age, disability, veteran status, or sexual orientation.

2.6 If a candidate has a criminal or disciplinary record, the University will:
   A. Compare the results of the background check to the application and supplemental information supplied by the candidate to determine discrepancies. If there are no discrepancies, and if the University has made an individual determination that the candidate is qualified for admission, continued matriculation, or certification or licensure, and there is no additional information indicating that a previous decision should be modified or rescinded, the previous decision may stand.
   B. If there are discrepancies or information indicating that a decision should be further examined, college officials must provide the candidate an opportunity either to (1) demonstrate that the report of criminal, disciplinary or other relevant history was erroneous (e.g. wrong person) or to (2) explain the discrepancy.
   C. If the background report is determined to be accurate and a discrepancy exists between the reported information and the application or supporting material that the candidate submitted, or there is additional information that amplifies the application information or otherwise indicates that the admission should be examined further:

1. The presumption is that the candidate will not be admitted, allowed to continue matriculation or be recommended for certification or licensure if the candidate has failed to accurately disclose relevant information in response to a question on the application or inquiry by any University official. The burden is on the candidate to demonstrate that the omission or misinformation was the result of an honest mistake, that it was not intended to mislead, and that a decision should be rendered in favor of the candidate in spite of the failure to disclose;

2. If the failure to disclose accurate information does not result in a decision adverse to the candidate, but there is information that draws the decision into question, before the candidate may
be admitted, matriculate, or obtain a recommendation for certification or licensure, an authorized University official must make an individual determination as to whether the nature of any crime committed or other behavior disclosed, together with other available information, suggests that the candidate is unqualified. If the official determines that the candidate is not qualified, that official or a designee must notify the candidate of the decision to deny admission or continued matriculation, or decline to make a positive recommendation for the candidate’s certification or licensure. If not, the candidate may be admitted, matriculate or obtain a recommendation in accordance with other University policies and procedures.

2.7 University officials must maintain a record of the background checks, if any, conducted on each candidate and the results of those checks. If a candidate’s record shows a history of conviction of, guilty plea to, or acceptance of responsibility for a crime or a significant disciplinary sanction at the University or another educational institution, the University shall maintain a record of the process used to determine whether or not the candidate was qualified and of the basis for that determination.

2.8 The student is accountable for reporting any charges of a misdemeanor or felonious nature that occurs while enrolled in the BSN Program within 48 hours of occurrence to the Chair of the Department of Nursing. Reporting means that the student directly contacts the Chair and requests an appointment to discuss the charges.

3. Drug/Alcohol Screening Requirements

3.1 To ensure patient safety, and comply with clinical facility policies, the North Carolina Board of Nursing regulations [21 NCAC 36.0320(d)], and the 2004 Manual for Hospitals published by the Joint Commission on Accreditation of Hospitals and Healthcare Organizations (JCAHO), students are expected to maintain personal health and hygiene, including, but not limited to, avoidance of any chemical substance that could impair judgment or ability to perform clinical or other duties, or otherwise endanger patients or other members of the healthcare team. All students entering the nursing program are required to obtain a drug/alcohol screen. The Department of Nursing reserves the right to direct a student to undergo drug screening at any time.

3.2 Students are admitted to the Department of Nursing pending a negative drug test. Students are responsible for costs associated with the drug screen. Students must further agree that all results are available to the university and the clinical sites associated with the program. The program is responsible for ensuring that students comply with individual hospital policy regarding disclosure of results. Students not meeting requirements regarding the drug screen are subject to dismissal from the program. See Student Handbook Dismissal Policy on pages 64 and 73.

3.3 The nursing program maintains a no tolerance policy regarding substance abuse. All students must clear a drug/alcohol test. Failure to undergo this test, a positive drug/alcohol screen, or an altered sample will result in dismissal from the program. If the drug/alcohol screen produces a positive result and a valid prescription exists, the test will be deemed negative. For the purpose of this policy, a valid prescription is one that is verified during a time period when the student is under the current treatment of a licensed healthcare professional.

3.4 Students must undergo drug testing at a Department of Nursing approved drug screening laboratory. Students will bear all expenses associated with meeting these requirements.
APPALACHIAN STATE UNIVERSITY
GUIDELINES FOR ASSESSING CRIMES AND MISCONDUCT AS THEY RELATE TO NURSING REQUIREMENTS AND ACTIVITIES

In making an effort to assess comprehensively a candidate's qualifications, the University will carefully consider evidence of criminal convictions, court-accepted pleas indicating acknowledgement of responsibility and dispositions of crimes and information regarding other candidate discipline matters. The following guidelines may be utilized to assess particular convictions, pleas, and other dispositions of cases as they relate to nursing and performance of professional duties.

1. Safety Risk: Evidence of conduct that may create an unacceptable risk with respect to the safety of the University and/or school and University and/or school activities, employees, other students, including those in public school settings or related activities, or the public would likely disqualify a candidate. Such evidence may include, but not be limited to, conviction of one or more felonies and/or misdemeanors involving assault, assault with a deadly weapon, rape, sexual assault, armed robbery, reckless endangerment, or operation of a motor vehicle while impaired as a result of drug or alcohol ingestion and arson.

2. Integrity Risk: Evidence of conduct that indicates fraudulent behavior, deceit or dishonesty may create an unacceptable risk with respect to positions and activities that involve confidential documents (including medical records), security issues, sensitive data or materials, regulated issues and materials, financial matters and accounting. Such evidence may include, but not be limited to, convictions of one or more felonies and/or misdemeanors involving embezzlement, fraud, income tax evasion, forgery, burglary, robbery, larceny, theft, check kiting, issuance of bad checks, shoplifting and similar crimes, as well as academic misconduct (e.g., plagiarism, fabrication of data, cheating on examinations or representing someone else's work as one's own).

3. Illegal Drug Risk: Evidence of conduct that encompasses illegal drug distribution and sale or like activities may create an unacceptable risk for employees and students of Appalachian State University in light of Appalachian State University’s strong stance concerning illegal drugs and its commitment to a drug-free workplace and educational and living environments, as well as employees and students in health care settings and related activities. Such evidence may include, but not be limited to, conviction of felonies and misdemeanors involving drug trafficking, drug sales or distribution, drug possession with intent to sell, drug and/or paraphernalia possession and similar crimes.

4. Safety Risk for Students, Employees and Patients: Evidence of conduct that encompasses harm or injury to others may create an unacceptable risk with respect to a student’s enrollment in any curricular programs or participation in healthcare activities that serve patients. Such evidence may include, but not be limited to, felonies and misdemeanors involving abuse or neglect, molestation, taking indecent liberties with a minor, contributing to the delinquency of a minor, and similar crimes.

5. Motor Vehicle Operation Risk: Evidence of conduct that encompasses illegal, violent, or dangerous operation of a motor vehicle may create an unacceptable risk with respect to employment in positions or volunteer activities that require operation of any motor vehicle (i.e., buses, vans). Such evidence may include, but not be limited to, DWI, DUI, speeding to elude arrest, vehicular manslaughter, multiple convictions of careless and reckless driving and multiple convictions of speeding.

6. Particular Position Risk: Evidence of conduct that is likely to impede the candidate's ability to perform a particular duty or satisfy curricular requirements, or that otherwise indicates a significant risk to the safety
of the student or those for whom the student is responsible, or effective conduct of University or health care institution programs.

Approved: 5/7/2010 Reviewed: 5/15 (BK OGC)
APPENDIX G-9: SUMMER TEACHING POLICY

Department of Nursing
Summer Teaching Policy

Summer courses in the Department of Nursing include the face to face prelicensure program, the RN to BSN program, and MSN program. Summer courses are required offerings on all 3 programs of study as each program runs year round.

The following considerations will guide Summer Teaching Assignments:

1. Student needs, program needs, faculty expertise and goals, and equity are priorities in assigning courses.

2. Summer teaching may help faculty to achieve some of their goals or impede their satisfactory progress in other areas, such as research and scholarship.

3. Faculty who have 12 month appointments will generally teach 6 credit hours in summer, including face to face courses.

4. Faculty who have 9 month teaching contracts are not required to teach summer courses; nor are they guaranteed the opportunity to teach summer courses.

5. Faculty with specific expertise may be asked to teach courses, depending on course requirements/ needs or faculty specialty preparation.

6. Faculty who teach face to face (summer courses) will have first priority to teach one or more online courses to balance summer workload and assist with scheduling.

7. Full time 9 month faculty will have next priority to teach online summer courses (RN to BSN).

8. Adjunct faculty will have third priority to teach online summer courses (RN to BSN).

Originated 5/6/18; Approved by Faculty 8/17/18
APPENDIX G-10: BCHS FRESHMAN EARLY ADMISSION DECISION POLICY, NURSING COMPONENT

Freshmen Early Decision Program

Early admission decision to the pre-licensure Bachelor of Science in Nursing (BSN) program is available for a small number of high achieving incoming freshmen students who are also recipients of one of the following university or college 4-year renewable scholarships: Beaver’s Scholars, Chancellor’s Scholarship, Diversity Scholarship, or Fleming Scholarship. Other opportunities may become available as additional scholarships are created. A faculty member from the Department of Nursing will serve on the scholarship committee. Continuation in the early decision program is contingent upon the student’s ability to meet all of the program’s prerequisite criteria (please see university bulletin for specific criteria). Up to 5 students will be selected for the early decision program each fall.

Students selected for the early decision program must complete all prerequisite nursing coursework and must meet the following criteria:

- Maintain an overall cumulative GPA of 3.7
- Maintain a GPA of 3.7 in all prerequisite science courses.
- Receive a grade of B- or higher in the Chemistry foundation courses, both Anatomy and Physiology courses, and Microbiology, and a grade of C or higher in the rest of the foundations courses.
- Maintain an overall GPA of 2.50 in nursing courses at the end of the junior year and every semester thereafter.

Students accepted in the early decision program who do not meet the nursing GPA or other grade requirements or who decide to pursue another major can keep their scholarships.

Beaver Scholars must stay in a specific BCHS major.

Approved by Faculty 2/25/19