



STEPHEN F. AUSTIN STATE UNIVERSITY  
DEWITT SCHOOL OF NURSING

GRADUATE AND UNDERGRADUATE  
FACULTY HANDBOOK

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# STEPHEN F. AUSTIN STATE UNIVERSITY

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## **Richard and Lucille DeWitt School of Nursing**

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Phone (936) 468-7700 • Fax (936) 468-7752

Dear Colleague,

It is my pleasure to welcome you to the Stephen F. Austin State University DeWitt School of Nursing community, as you join our faculty in educating the next generation of nurses! It is my goal as Director of this program to ensure that you have a fulfilling and rewarding career and that you are able to pass on to students your passion for our profession.

Faculty members oversee the student experience in both the classroom and clinical setting, helping to form the bridge between theory and practice. The student is the center of our focus, where diversity, motivation, and excellence are sought, valued, and nurtured. We also concentrate on creating transformative experiences, where students can take ideas and knowledge outside the classroom and use them to see and experience the world in new and exciting ways. The DeWitt School of Nursing has a long-standing reputation for educating many of the best nurses. Our nursing students are highly sought after for employment after graduation.

I can say without hesitation that our greatest asset is our faculty. We have a vibrant and gifted faculty who continuously stay on the cutting edge of nursing education. They are always thinking outside of the box in trying to reach the new generation of students. They are helpful and will be wonderful mentors as you work through your first academic year. Please take advantage of their expertise. You will also find classrooms and labs equipped with state-of-the-art technology, as well as resources to support faculty professional development. We hope that you will find this faculty handbook a valuable resource, but do not hesitate to ask your colleagues for guidance as you acclimate to your surroundings.

We are pleased that you have chosen to join us, and I look forward to working with you. Welcome aboard!!!

*Tammy Harris*

Tammy Harris, DNP, APRN, FNP-BC  
Director – DeWitt School of Nursing

# New Faculty Mentoring

## New Faculty Mentoring Group

New faculty meet with the BSN Coordinator at least once per semester and as needed. The group exists to support one another in acclimating to SFA, the DeWitt School of Nursing, and education through informal, round table discussions.

## New Faculty Checklist and Mentoring Form

New faculty have assigned course mentors that will orient you to your new role using the following checklist and mentor form.

### Beginning of semester

1. \_\_\_\_\_ Assure setup of email, password & username for SFA
2. \_\_\_\_\_ Access to Y & Z drives and orientation to these
3. \_\_\_\_\_ Access and orientation to course software
4. \_\_\_\_\_ Keys (office, bldg, classroom, desk, credenza), name badge (purple), magnetic name tag (Diamond Trophy), lab door key card
5. \_\_\_\_\_ Office Supplies
6. \_\_\_\_\_ Office hours, contact info for course syllabus and faculty contact info
7. \_\_\_\_\_ Orientation for team meetings, committee assignment, faculty meetings
8. \_\_\_\_\_ Review course syllabus, calendar, topics, student assignments, case studies, patient reviews
9. \_\_\_\_\_ Textbooks
10. \_\_\_\_\_ Lecture material
11. \_\_\_\_\_ Orientation to SFASU website, e-mail, quarantine mail, and course learning platform (Brightspace)
12. \_\_\_\_\_ Campus Alert system
13. \_\_\_\_\_ Nursing Web site: faculty & student handbook, policy/procedures  
Specifically: F-day, clinical absence, clinical dress code
14. \_\_\_\_\_ Schedule sim lab orientation/training with lab coordinator
15. \_\_\_\_\_ Introduce to reps via e-mail
16. \_\_\_\_\_ Office hours posted outside door
17. \_\_\_\_\_ Discuss typical clinical day, student clinical assignments, review student clinical paperwork, cell phone usage
18. \_\_\_\_\_ Tour administration bldg, sim lab, classrooms
19. \_\_\_\_\_ Orientation to podium, microphones, computer, elmo, etc
20. \_\_\_\_\_ Clinical Agency Orientation
  - a. Tour hospital, meet with unit manager, nurses
  - b. Obtain codes to unit areas
  - c. Locate med room, linens, supplies, charts
  - d. Post conference area
  - e. Policy & procedure
  - f. Parking arrangements
21. \_\_\_\_\_ Provide clinical rotation to unit managers
22. \_\_\_\_\_ Attendance at pinning (all) and graduation (1/yr)
23. \_\_\_\_\_ Suggest sitting in on all course lectures, audiovisuals

24. \_\_\_\_\_ Counseling Services brochure
25. \_\_\_\_\_ Leave report form

**After classes and clinical begin**

1. \_\_\_\_\_ Testing policy (in syllabus)
2. \_\_\_\_\_ Testing software
3. \_\_\_\_\_ Review peer evaluation form and process

**End of semester**

1. \_\_\_\_\_ Final grade entry
2. \_\_\_\_\_ E-mail clinical dates and times to agency education director
3. \_\_\_\_\_ Clinical evaluations
4. \_\_\_\_\_ (FAR) Faculty Activity Report (not required during 1<sup>st</sup> yr); keep it up to date, print & give to admin assistant to the director at the 1<sup>st</sup> of every Fall semester

**Miscellaneous**

1. \_\_\_\_\_ Purchase/rent graduation attire
2. \_\_\_\_\_ Order business cards

## Orientation and Mentoring Plan Documentation for Clinical Instructor for the SON

Objective	Date met	How met (include dates of activities)	Mentor initials
Prepares and delivers classes to undergraduate and/or graduate students			
Compiles, administers, and evaluates examinations for students			
Provides service to the university and the profession			
Conducts supplemental instruction in the form of independent studies, advising, reviewing tests or content for students			
Prepares and delivers clinical rotations to undergraduate and/or graduate students			
Serves on departmental, college, or university committees			
Establishes and maintains effective communication with students, faculty, staff and administration within the SON			
Completes university new faculty orientation			
Reviews and completes new faculty checklist (please see attached)			
Establishes goal for 1 <sup>st</sup> year as faculty. Please			



list goal and how it was met			
Meets with mentor at least twice a semester for the first year of hire to discuss progress, concerns, etc.			

Date officially begin position:

Orientation mentoring process to last a minimum of 1 semester or until all position objectives met.

Clinical Instructor:

Signature: \_\_\_\_\_

Orientation Mentor:

Signature: \_\_\_\_\_

Director: Dr. Tammy Harris

Signature: \_\_\_\_\_

## **School of Nursing (SON) Overview**

The SON vision, mission, and core values are written and published on the website and relate to all programs. The SON goals are incorporated into the Strategic Plan. Both are accessible to current and prospective students. The vision, mission, and core values are each congruent with those of Stephen F. Austin State University. They are consistent with relevant professional standards and nursing guidelines to prepare students for beginning and advanced nursing practice.

### **Vision**

Empower nursing professionals to impact healthcare and serve in a changing world.

### **Mission**

Our mission is to provide students a foundation for success as nurses who are ethical, competent critical thinkers by providing an educational environment that promotes holistic health care in an educational community dedicated to teaching, research, creativity and service.

The mission of the SON is congruent with both the mission of the College of Sciences and Mathematics (CoSM) and the University. The three mission statements address providing the student a foundation for success, a commitment to ethical and responsible citizenship and professionalism, and an educational environment dedicated to teaching, research, creativity and service.

## **School of Nursing Core Values**

### **Intellectual and Creative Engagement**

SON faculty encourage the student to investigate the health needs of a changing society and to think in creative ways to provide holistic health care to culturally diverse populations and engage the nursing profession.

### **A Diverse Student Body**

The unique individual student is engaged and valued as a partner in the diverse learning community and in the nursing profession.

### **Teaching and Learning**

The facilitation of transformative learning experiences will inspire innovation and excellence, and fosters life-long learning in the nursing profession.

### **Faculty Excellence**

Faculty will seek new ways to provide a collaborative, respectful, inclusive learning experience and serve as positive examples of nursing professionals.

### **Partnerships**

The SON will demonstrate integrity and facilitate trust with community partners in the nursing profession in meeting the needs of culturally diverse populations.

### **The Nursing Metaparadigm**

- Nursing: Nursing graduates at every level are expected to meet the academic and ethical standards of the profession. Nursing is a profession of arts and science dedicated to facilitating holistic care to all persons.

- Person: The individual, family, group, or community that engages with the nurse in the healthcare delivery system.
- Health: “A state of complete physical, mental, and social wellbeing, not merely the absence of disease or infirmity.” (World Health Organization, 2019)
- Environment: The setting in which the student learns and practices nursing.

### **Curricular Philosophical Framework**

The philosophical framework for the DeWitt School of Nursing is multifaceted reflecting the dynamic focus of nursing education and the nursing profession. The primary supportive philosophy and theory are Benner’s Novice to Expert and Watson’s Theory of Human Caring. There are many additional influences; however, these provide the primary underpinning for the curricular framework addressing both the art and science of nursing.

### **Benner’s Novice to Expert**

Benner identifies the five levels of nursing experience based on the Dreyfus model of skill acquisition. Though this philosophy is targeted to the professional nurse, it is applicable to matriculation in nursing education. The five levels include novice, advanced beginner, competent, proficient, and expert (Benner, 1982). The first level, novice, describes a beginner with no experience in a situation in which they are to perform tasks (Benner, 1982). The advanced beginner demonstrates marginally acceptable performance while level three, competent, describes the individual who is consciously aware of goals and plans based on abstract and analytic thought. The fourth level, proficient, is one who is able to perceive situations as whole rather than segmented parts. The final level is the expert. The expert no longer relies solely on analytical principle, but is able to demonstrate deeper meaning and insight (Benner, 1982).

### **Watson’s Theory of Human Caring**

Caring is a fundamental tenet of nursing practice. Watson’s Theory of Human Caring is centered on the caring process defined as “caritas processes” (Watson, 2010). The caritas process includes: practicing kindness and equanimity, being authentically present, cultivating one’s own self, developing and sustaining a caring relationship, engaging in caring practices, genuine teaching-learning experiences, creating a healing environment, assisting with basic needs from a holistic perspective, and being open-minded (Watson, 2010). The major assumption of this theory relates to the moral commitment and caring consciousness of the nurse valuing human dignity, wholeness, and healing.

### **Nursing Curricula**

The nursing curricula in the DeWitt School of Nursing is presented in a format from simple to complex concepts addressing the metaparadigm of nursing, person, health, and environment. The cognitive and psychomotor domains of learning are firmly rooted in evidence-based practice. Each level also focuses on the caring nature of nursing targeting the affective domain of learning. Through this concerted effort, graduates of DeWitt School of Nursing are prepared to meet the challenges associated with dynamic healthcare needs of a diverse population in an ever-changing world.

## **Undergraduate Student End of Program Student Learning Outcomes**

1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within an established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Value continuing competence, growth, and development in the profession of nursing.

## **Graduate Student End of Program Student Learning Outcomes**

1. Synthesize nursing science with knowledge from other disciplines as the basis for the advanced level of nursing practice.
2. Evaluate effective strategies for managing the ethical and legal dilemmas inherent in patient care, the health care organization, and research.
3. Employ effective communication and collaborative skills in interdisciplinary teams for creating change in health care.
4. Analyze concepts of health promotion and culturally competent care across the lifespan.
5. Assume responsibility for the use of health care information systems and patient care technology to improve patient outcomes.
6. Demonstrate leadership and accountability in the development and implementation of health care policy.
7. Critically appraise existing literature from nursing and other disciplines to determine and implement the best evidence for practice.
8. Advocate for the advanced practice role within the policy related to access and health care communities.
9. Value continuing competence, growth, and development in the profession.

### **History of The School Of Nursing**

The School of Nursing has been in existence for over thirty years and accepted its first class in the summer of 1978. This was an RN transition course of study. In 1981, the first four-year BSN generic students were accepted. The SON has grown from admitting five to ten new students each semester to the present admission rate of eighty students each semester. Faculty has increased accordingly to meet the needs of the students. The SON moved to our new location at 5707 North Street, Nacogdoches, Texas, in January 2010.

**Accreditation**

The BSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN) and approved by the Texas Board of Nursing (BON). The RN-BSN program falls under the umbrella of the BSN program.

The MSN program has been approved by the Texas BON and has received candidacy status. The first accrediting visit will be in September 2019.

The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS/SACSCOC).

**Websites**

The university website can be accessed at [www.sfasu.edu](http://www.sfasu.edu). The A-Z list is a wonderful tool for finding all university departments and resources. The University Policy and Procedure Manual can be accessed there.

The nursing website can be accessed at [nursing.sfasu.edu](http://nursing.sfasu.edu). The SON Policy and Procedure Manual, Preceptor Handbook, Student Handbooks, and Faculty Handbook can be accessed there.

**Social Media**

Follow the School of Nursing on Facebook (SFA School of Nursing) and Instagram (sfanursing).

# Organizational Structure of the School of Nursing

## Organizational Structure

The organizational structure of the SON consists of a Director, Administration Team, Committee Chairs, and Faculty that all report to the Director. The Administration Team consists of the Program Coordinators (MSN Coordinator, BSN Coordinator, and RN-BSN Coordinator), Operations Coordinator, and the Simulation Lab Coordinator. Various committees implement the by-laws. The organizational chart for the SON is found in the appendices. (Appendix A).

## Support Staff

### Administrative Assistant

Responsibilities include all administrative duties associated with the running of the department. The Administrative Assistant reports directly to the Director of the School of Nursing.

### Senior Secretary

Responsibilities include assisting the Administrative Assistant with SON operations and providing secretarial support to the faculty. The Senior Secretary oversees the records management of student information and assists faculty, as needed.

### Academic Advisor for Pre-Nursing Students

Responsibilities include management of the majority of the admission process for the SON and conducting walk-in or appointment advising for students on the BSN track with nursing declared as their major but not admitted to the program or on probation. The Academic Advisor for nursing students admitted to the program are the Program Coordinators for the students' corresponding program. The RN-BSN Coordinator also advises nursing students on the RN-BSN Track but not yet admitted to the program.

See policy: Academic Advising

### Work Study Students

The SON utilizes part-time student workers. The Administrative Assistant oversees the work study students who are available to assist the faculty with secretarial support. Most of the tasks required of the students are directed to them through the Administrative Assistant's or Senior Secretary's offices. The work study students have an in-basket in the workroom where work requests can be placed for completion.

### Committees

The Director, faculty, and students participate in the governance of the SON. Various committees are designated in accordance with the SON Faculty Committee By-Laws. Faculty members are active on at least two School of Nursing committees. Participation in the SON governance is addressed in committee by-laws and confirmation of participation may be found in committee minutes. All committees directly report to the Director. Faculty meetings, which include the entire nursing faculty, are led by the Director of the SON and are conducted once a month. See the appendices (Appendix A) for the organizational chart listing the committees.

# Curriculum and Course Information

## **BSN Curriculum**

### First Semester:

- NURS 3205: Introduction to Nursing (2)
- NURS 3606: Basic Nursing Care of Adult Clients (6)
- NURS 3207: Assessment Across the Lifespan (2)
- NURS 3308: Pharmacology Across the Lifespan (3)

### Second Semester:

- NURS 3630: Nursing Care of Young Adult to Elderly (6)
- NURS 3431: Nursing Care of Women and Children I (4)
- NURS 3232: Nursing Care in Promotion of Mental Wellness (2)

### Third Semester:

- NURS 4606: Nursing Care of Complex Health Needs (6)
- NURS 4407: Nursing Care of Women and Children II (4)
- NURS 4208: Nursing Care of Clients with Complex Mental Health Needs (2)

### Fourth Semester:

- NURS 4330: Nursing Research and Application (3)
- NURS 4431: Nursing Care of Community Populations (4)
- NURS 4432: Leadership/Coordination of Nursing (4)
- NURS 4233: Nursing Capstone (2)

*\*Three hours of Nursing Electives are required prior to graduation.*

## **RN-BSN Curriculum**

### Fall Semester:

- NURS 4338: Pathophysiology (3)
- NURS 4339: Research and Application (3)
- NURS 4440: Care of Community Populations (4)

### Spring Semester:

- NURS 4336: Pharmacology (3)
- NURS 4237: Health Assessment (2)
- NURS 4441: Leadership (4)

### Summer I Term:

- NURS 4342: Transition (3)
- NURS 4344: Nursing Informatics (3)

### Summer II Term:

- NURS 4343: Legal and Ethical Issues in Professional Nursing (3)
- NURS 4344: Cultural Issues in Professional Nursing (3)

## **MSN Curriculum**

NURS 5301: Nursing Theory for the Advanced Practice Role (3)  
NURS 5311: Contemporary Health Care Ethics (3)  
NURS 5302: The Politics of Health Care (3)  
STAT 5320: Statistical Analysis I (3)  
NURS 5221: Advanced Practice Roles (2)  
NURS 5322: Evidence Based Research for the Advanced Practice Role (3)  
NURS 5331: Advanced Pathophysiology (3)  
NURS 5332: Advanced Health Assessment (3, 60 clinical hrs)  
NURS 5341: Advanced Pharmacology (3)  
NURS 5342: Diagnostics and Procedures (3, 120 clinical hrs)  
NURS 5551: Primary Care I (5, 120 clinical hrs)  
NURS 5661: Primary Care II (6, 120 clinical hrs)  
NURS 5670: Practicum (6, 300 clinical hrs)

## **Didactic Information**

### **Face-To-Face Lectures**

A variety of teaching techniques are used in the SON. As long as your lectures are meeting the objectives, feel free to be innovative in your teaching techniques. Faculty have been known to lecture traditionally from a slide presentation to presenting content in a “flipped classroom” setting. The Evaluation and Program Effectiveness Committee (EPEC) keeps a list of innovative techniques that faculty are using if more information is desired.

Classrooms are equipped with two retractable screens with projectors that connect with the computer at the podium and with the ELMO. The ELMO is a document projector similar to an overhead projector without the need for transparencies. The ELMO can also be used to present objects to the class and not just documents.

Microphones are available for use during lecture. Each podium has a microphone. Wireless microphones are also available to allow the lecturer to walk away from the podium.

The testing room computer has SmartBoard technology that allows the lecturer to draw on the computer screen with a special pen.

### **Centers For Teaching And Learning**

The Centers for Teaching and Learning (CTL) supports faculty and students in the use of instructional technologies to enhance the teaching and learning process. CTL facilitates the integration of technology into instruction in classroom and distance education environments through professional development workshops, consultation and support services for faculty and students. CTL also provides support for all facets of electronically delivered instruction, such as interactive videoconferencing (ITV) and learning management system. Visit the CTL website for more information and for contact information.

[Brightspace D2L](#)



Brightspace D2L, or D2L as it is commonly called, is SFASU's learning management system. To access D2L, visit the following URL, and log in using your MySFA username and password: <http://d2l.sfasu.edu>. Tutorials can be found on CTL's website.

### Slide Presentations

At the discretion of the faculty, a student copy of the presentation may be posted on the learning management system prior to or following the lecture to assist the student with note taking. CTL supports that Powerpoint presentations alone are not pedagogy. In web-based classes, slideshow presentations should be accompanied with an oral and or video recording.

### Oral/Video Recording

A recording of the lecture may also be placed in the learning management system at the discretion of the faculty member. CTL offers tech support and resources for this.

### **Peer Review**

Annually, the Director will assign another instructor to peer review your teaching and you to review another instructor. The Peer Review Evaluation can be found on the common drive. Online classes will undergo the same process using the Online Peer Review Evaluation.

### **Syllabus**

The course syllabus reflects the content of the course and should be an accurate reflection of both content and evaluation. To ensure that essential materials are included in all SON syllabi, a syllabus template has been developed by a subcommittee of the faculty and approved by all faculty members.

The syllabi are developed through the Curriculum Committee of the SON under the Accreditation Commission for Education in Nursing (ACEN), Board of Nursing (BON), and Stephen F. Austin State University (SFASU) guidelines. Content relating to the Course Descriptions, Program Learning Outcomes, Student Learning Outcomes, Unit objectives, Differentiated Educational Competencies Statements (DECs) for BSN and RN-BSN, Master's Essentials for MSN, and Clinical Learning Outcomes cannot be modified or deleted in any way, except under the direction of the Curriculum Committee.

The copy of the course syllabus will be posted on the learning management system and on the University website. Copies are not printed for the students. You will be responsible for posting your own syllabus on the learning management system. The Senior Secretary will maintain the postings on the University website and will maintain the semester syllabus notebook. Since syllabi are public information, cell phone numbers should not be included. You may give this information to the students, if you wish, in the learning management system, separate from the syllabus.

### **Textbooks**

Faculty may choose the textbook that best meets the needs of the course. The Senior Secretary, or fellow faculty member, can give you access to phone numbers of the major textbook sales representatives for the SON. Generally, the sales representatives will provide you with a desk

copy to review. Each semester, the Senior Secretary will ask each course coordinator for a list of books to be used the next semester. The list will then be forwarded to the bookstores.

## **Testing**

### Examsoft: Exam Management and Analytics (Examiity)

ExamSoft is an exam management software suite that enables the SON to efficiently and practically administer exams to BSN students and analyze resulting data to improve curricular design, test design, and accreditation compliance. To access ExamSoft, visit the following URL, <http://www.examsoft.com/sfasu>, and log in using your assigned ExamSoft username and password. Please see the Testing Committee Chair for assistance with access and use.

Makeup tests can be administered in the office designated as the makeup testing room. There is a calendar hanging outside the door to reserve the room.

### Brightspace D2L Testing

The RN-BSN and MSN students test through Brightspace D2L. Faculty can be compile quizzes or tests through the quizzes tool. Student results and statistical analysis can be accessed there as well.

### Standardized Tests

Several courses administer a course specific standardized test at the end of the semester. The rationale for computerized standardized testing is to familiarize the student with computerized testing, identify areas of weakness, and experience nationally normed questions, thus allowing the student to remediate prior to the last semester of study.

The SON is currently using the Health Education Systems, Inc. (HESI) Exam for all standardized testing. The tests are administered in the computer classroom for BSN courses. RN-BSN and MSN courses administer them through an exam proctoring service. HESI can be accessed through [hesinet.com](http://hesinet.com). Faculty will need an Evolve account. To do so, visit [evolve.elsevier.com](http://evolve.elsevier.com) and create a faculty account.

### Exam Proctoring Services

ProctorU is a live proctoring service that allows students to take an exam using a computer while a live proctor authenticates and monitors the test taker from a distance. The instructor submits the information for their exam, and students then make a reservation to take the exam. A live proctor authenticates each test taker's identity and monitors individuals taking the exam. Contact CTL for assistance. Visit [www.proctoru.com](http://www.proctoru.com) for more information.

See the policy: Test Plan, Test Blueprint, Revision of Test Items, Absence from Exam, Standardized Tests.

## **Grades**

### Course Credit Distribution/Failure Notifications

A passing grade of "C" (75%) is needed to pass all nursing classes in the BSN and RN-BSN programs. The student must also obtain at least a 75% test average in order to pass the class. In the event that the student has a test average below 75% *and/or* an overall class average below

75%, the student fails the course. Students who do not achieve a 75% or better on an exam are encouraged to meet with their faculty. The faculty should notify students who are not passing the class at mid-semester. The Director should be notified with the names of the students who are in jeopardy of failing your course; a letter will be sent to the student. In the BSN program, if a student fails more than two courses, they are dismissed from the program.

A grade of “B” (80%) is needed to satisfy the MSN degree requirements. Grades from 70-79 are considered a “C” for transcript and transfer grade purposes. However, the student would need to repeat the course. A student may repeat one course one time.

See the Policy: Grades, Midterm Average Notification, Grievance Procedure and Petition Form, Retention and Progression

### Grade Posting

Faculty members are required to enter final grades in mySFA under the Faculty tab. The faculty will receive notification from the Registrar’s Office regarding entry deadlines with attached entry instructions.

### **Room Schedule**

A faculty member takes responsibility to complete the scheduling and coordination of class meeting times and testing times. Room requests should be submitted to the designated person at the end of each semester by the course coordinator. The room scheduler will communicate with the course coordinators for needed changes before the beginning of the next semester. The finalized room schedule is posted in the workroom on the bulletin board. Any add-ons should be written onto the room schedule in the empty time slots.

## **Clinical Information and Expectations**

### **Clinical Information**

The clinical experience should be designed to enhance and extend the learning experiences of the students. The School of Nursing has clinical contracts with numerous health care agencies in the area. The SON Administrative Assistant maintains a list of these agencies. As a clinical instructor, you may want to seek out other clinical sites. Refer to SON Policy and Procedures manual for guidance with this procedure. At the end of each clinical day in the BSN program, faculty meet with students for postconference. In the RN-BSN and the MSN programs, clinical conferences are held within the course for discussions about clinical experiences.

### **Clinical Hours**

The ratio of clinical to classroom hours for BSN and RN-BSN is 3:1. Therefore, for every hour of didactic, is 3 hours of clinical. The ratio for MSN is 4:1. This is based on a 15-week semester.

The formula is as follows:

Course credit hours minus didactic hours = number of clinical hours.

The clinical credit hours is multiplied by 3, and then multiplied by the number of weeks.

Using NUR 406 as an example, the formula would work as follows: NUR 406 is a 6-credit hour course with 3 classroom hours per week. The clinical is 135 hours per semester.

Course credit - didactic hours = number of clinical hours

$$(6 - 3) = 3 \text{ clinical hours.}$$

Then, 3 clinical hours x 3 x number of weeks.

The faculty teaching in the same semester coordinates clinical schedules. There is no mandated clinical schedule that must be followed. We try to meet the learning needs of the students while working around the available clinical facilities. Some clinical courses use preceptors to assist in the supervision of the students and to provide the students with a more in-depth clinical experience.

### **Preceptor Agreement Policy and Forms**

The Preceptor Handbook is available on the SFA Nursing website. See the Policy Manual for the Preceptor Agreement.

The faculty to student ratio for precepted student for the BSN and RN-BSN program is 1:24, meaning one faculty member can be responsible for 24 students being precepted by a nurse. The faculty to student ratio for precepted students for the MSN program is 1:6.

### **Uniforms and Name Tags**

The student clinical dress code is addressed in the Policies and Procedures Manual. In general, the faculty follows the same code as the students. Nametags (IDs) for the SON are obtained from ID Card Services in the Student Center (936-468-3401). The student ID differs from the faculty ID. Be sure you ask for School of Nursing identification. All clinical faculty members must wear an ID during all clinical activities off campus.

### **Conference Forms and 'F' Days**

Conference forms must be used to document communication between faculty and students regarding professional expectations and student performance. Unacceptable nursing practice in the clinical setting is grounds for receiving a clinical fail day (F Day). Students receiving more than two 'F' days in any clinical course will receive a grade of F for the course. The 'F' day must be documented on a conference form. Information regarding the conference forms and 'F' Days can be found in the Policy and Procedures manual. All conference forms are submitted to the Coordinator for that program. These are then filed in the student's file in the secured room.

Student immunizations should be current by the first clinical experience, including simulation lab experiences. Notifications will be sent to the course coordinator prior to the start of clinical hours. If students are not current, F days should be given.

### **Clinical Incidents**

In the event the student is exposed to blood or body fluids or has another clinical incident such as a fall, you should follow the clinical site protocol. For the BSN program, the clinical instructor

should accompany the student. The clinical instructor should complete the Clinical Incident Form within 24 hours and submit to the Director. See policy for more information.

### **Clinical Evaluations of Student Performance**

Faculty members perform summative clinical evaluations of students at the end of each semester using the approved clinical evaluation tools. Documented formative evaluation and feedback must be given throughout the semester as well.

See policy: Academic and Clinical Conference and Form, Clinical Proficiency, Clinical Supervision by Preceptor, Blood and Body Fluid Exposure and Clinical Incidents and Clinical Incident Report, Clinical Facilities, Faculty Evaluation of Clinical Agency, Clinical Absences, Dress Code, Evaluation of Clinical Performance, Grievance Procedure and Petition Form, Disciplinary Action, Student Impaired by Chemical Dependency

## **Evaluations**

### **Course and Course Instructor Evaluations**

At the end of each semester, the students evaluate the course and course instructor through the university evaluation system through mySFA. Students and faculty receive reminder emails of when the evaluations open and close. Faculty access the evaluations in mySFA under the Resources tab under Course Evaluations and Surveys. Click on Course Evaluation Reporting. Current semester evaluations will populate. To search for a past semester, change the semester in the search area. To see questions asked on the evaluations, click on the magnifying glass under the Preview column. To add instructor supplied questions, click Add under Instructor Questions before evaluations open. The results of the evaluations will be available after grades are posted. You will know when the results are available to you when the check mark under Reporting Disabled is gone. You will also have your results emailed to you automatically.

Encourage students to respond. The faculty can see which students have submitted their evaluations, but cannot see the responses since they are anonymous by clicking on Has Taken.

The SON Director has access to these results as well. The Director asks for written responses from faculty in the form of an action plan to all evaluation areas that do not meet the benchmark of 70%.

### **Typhon**

At the end of each semester, the students also evaluate faculty as clinical instructors as well. See the appendices (Appendix B) for questions asked on evaluations. Throughout the semester, the students evaluate their simulations, preceptors, and the clinical agencies where they do clinicals. Typhon is an online database for creating, collecting, and analyzing surveys or evaluations that allows the clinical evaluations results be aggregated and disaggregated more efficiently than the university system. The Evaluation and Program Effectiveness Committee (EPEC) manages this database. The evaluations are anonymous and the faculty cannot see which students have responded. Encourage students to respond. Faculty will receive results from evaluations pertinent to them at the end of each semester on the same timeline as the university system.

Results are given to the faculty via email and discussed with the SON Director. The Director asks for written responses from faculty in the form of an action plan to all evaluation areas that do not meet the benchmark of 70%.

Each spring each faculty member completes an annual evaluation of the 1) SON's Physical, Financial, & Resource Assessment, 2) Faculty Service, Professional Development, Innovation, & Scholarship, 3) Simulation Lab, and 4) Clinical Agencies. Each semester the MSN faculty evaluate 5) Clinical Agencies and 6) Preceptors.

### **HESI Evaluation**

For the BSN and RN-BSN program, the course coordinator submits an action plan to the EPEC Chair that tracks the HESI mean in comparison with the National mean. It also tracks the competencies in regards to Quality and Safety Education for Nurses (QSEN) such as Dimensions of Patient Care, Communication, Research/Evidence Based Practice, and Basic Safety Design Principles. The scores on each of these criteria should meet or exceed the benchmark of 850. The Exit HESIs taken in Capstone should meet or exceed the benchmark of 900.

For the MSN program, the mean is compared with the national mean as well, but instead of QSEN competencies, the National Organization of Nurse Practitioner Faculties (NONPF) competencies, such as Technology and Information, Leadership, Scientific Foundation, and Independent Practice are tracked. For course HESIs, the benchmark of 850 should be met. For the Exit HESIs, the benchmark of 880 should be met.

If benchmarks are not met, an action plan should be submitted to the EPEC.

See policy: Evaluation of Curriculum, Faculty Evaluation of Clinical Agencies, Evaluation of Clinical Agency by Students, Instructor and Course Evaluations

## **Ed & Gwen Cole Simulation Laboratory/Laerdal Center of Educational Excellence**

Stephen F. Austin Richard and Lucille DeWitt School of Nursing was named a Laerdal Center of Educational Excellence on January 23, 2010. This designation is awarded to centers that have consistently demonstrated excellence in educational philosophy and programs

### **Simulation Lab**

The simulation lab is open for scheduled faculty and student use Monday through Friday. The lab features realistic patient rooms with hospital beds, state of the art mannequins, monitors, bedside tables, and additional medical equipment. Mannequins can be controlled at bedside or from a separate control room. All rooms have AV capabilities with video streaming to control room and classroom wing. The lab is 9,000 square feet with realistic inpatient and outpatient settings. There is a health assessment lab with ten exam tables each equipped with a wall-mounted otoscopes and ophthalmoscopes. The medical surgical lab is a ten-bed unit with a fully functional nurse's station. The women/children unit has four rooms and a full nursery/NICU

area. There is also an ER with a foyer, two ER bays with four triage stations each, and a fully functional ambulance bay.

The simulation lab is reserved near the end of each semester for the subsequent semester by the course coordinator or designee. The schedule is very flexible, however, and simulation faculty is diligent in optimizing use of the lab. The Simulation Lab Room Reservation form is used for initial room reservation. At least two weeks before using the lab or supplies from the lab, faculty must fill out a Simulation Lab Set-up Request Form or a Simulation Lab Supply Request Form. Simulation lab faculty uses these documents to prepare, so it is important to be specific and detailed when filling them out. Students may also schedule additional practice times by contacting the Simulation Lab Coordinator.

See policy: Simulation Center

## **Policies**

### **Faculty Policies, Procedures, and Forms**

The Policy and Procedure Manual for the School of Nursing is on the SON website under “about” or “student resources”. Be sure to review the policies to know what to expect of your students. The Policy and Procedure Manual for the University can be found in mySFA under the resources tab or by searching the SFA website.

### **Office Hours**

Each faculty member is expected to be available a minimum of eight office hours per week for student conferences when students are not in class. When it is not possible to keep posted office hours, the Director should be notified. These hours are to be posted on your office door and a copy given to the Administrative Assistant.

### **Faculty Travel**

Anyone traveling on University business must obtain permission in advance of the trip. A Travel Request form must be submitted and approved at all applicable levels, as indicated on the form, whether or not expenses will be incurred. All expenses to be paid or reimbursed by the University are to be reflected on the Travel Request form, regardless of whether they are to be prepaid. Assistance with this process and a Travel Request form may be obtained from the Administrative Assistant of the SON. The entire University policy and procedure pertaining to travel is located on the SFA Faculty & Staff Policy Manual. Please consult the policy prior to any planned travel.

### **Clinical Site Travel**

Reimbursement of travel to a clinical site is as per state policy dependent upon budget. Faculty members may be reimbursed by the state for travel to and from clinical sites outside Nacogdoches County. Mileage will be calculated between the two duty points (SON and clinical sites) by the Administrative Assistant. Per University policy, faculty is paid for the most cost-effective route, rental car or mileage. The policy can be found on the SON website.

### **Transporting Students**

Faculty should not transport students or clients in their personal vehicle. If students need to travel with faculty for recruitment purposes, see Administrative Assistant for assistance.

### **Outside Employment**

Our accrediting agency requires faculty (full and part time) to maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices. It is understood that these clinical practices include working outside of the university. However, it is imperative that the University policy Outside Employment be followed. See policy for specific guidelines. At the beginning of the Fall semester, the Request for Approval of Outside Employment form will be submitted to the Administrative Assistant. These outside work hours cannot be during the hours in which compensation is being received from SFA.

### **Tenure**

Faculty wishing to be considered for promotion and/or tenure should refer to the policy. To be considered for tenure, a terminal degree must be held.

### **Faculty Immunizations and Castlebranch**

Faculty immunizations are to remain current following the policy. Faculty are to upload immunizations into Castlebranch. Emails with username, password, and instructions will be sent to the SFA email.

See policy: Faculty and Education Development, Faculty Workload, Immunizations for Faculty, Merit Raise, New Faculty Orientation, Records Retention, Student Attrition, Summer Teaching, Tenure Promotion, Travel Reimbursement, Transportation of Patients/Clients/Students, Basic Life Support Requirements, Nursing Peer Review

## **Student Organizations, Services, and Recruitment**

### **Association of Black Student Nurses**

Association of Black Student Nurses (ABSN) is available to nursing students to enhance their personal and professional development and networking skills. SON faculty or staff serve as the advisor for this organization. All SON faculty members are encouraged to participate in the various activities of SNA.

### **Nurses Christian Fellowship**

Nurses Christian Fellowship (NCF) is a national organization that has an active local chapter at the SON. Anyone can be part of the local chapter to connect with other nurses and share spiritual journeys through Bible studies, prayer, and outreach or service programs. Students and faculty are also welcomed to join the professional nursing organization as well. NCF student leaders organize monthly get-togethers. Nursing and pre-nursing students, faculty, and nurses from the community are invited to attend through social media. NCF student leaders and faculty advisors meet prior to this get-together to discuss the following week's get-together.

### **Sigma Theta Tau International Honor Society**



The School of Nursing has an active Sigma chapter (Omicron Eta). Students in the top 35% are inducted during the third semester of study. Each semester, Sigma also inducts community leaders. If you are already a member of another Sigma chapter, you may transfer membership to the SON chapter or apply for dual membership. The chapter meets at least quarterly and provides a variety of continuing education opportunities.

### **Student Nurses Association**

The Student Nurses Association (SNA) is available to nursing students to enhance their personal and professional development and networking skills. SON faculty members are appointed to advise the association. All SON faculty members are encouraged to participate in the various activities of SNA.

### **Nursing Pinning and Hooding Ceremony And Graduation**

One highlight of the culmination of study in the School of Nursing is the Nursing Pinning ceremony that occurs on the Friday evening prior to graduation. Family and friends of the graduate attend this special occasion. The ceremony is organized by the Pinning Committee made up of faculty members, with input from the graduates. The students select a speaker, a master of ceremonies, biography readers, a chaplain for the invocation, and an RN to pin them. As faculty, you may be asked by the students to participate in this event. It is mandatory that all faculty members attend and participate in the candle lighting portion of the ceremony. RN-BSN graduates are invited to participate in the ceremony as well. Plans are being made to hood the MSN graduates at this ceremony when it is time for the first cohort to graduate.

Graduation is on the Saturday following pinning. The dates of graduation may be found on the University website. All faculty members are required to attend one graduation ceremony each year in full regalia. Regalia may be rented or purchased if you do not have your cap and gown from your graduation.

### **Showcase Saturday and Recruitment**

Prospective students and parents visit the SFA campus and SON building throughout the year. Two to three Saturdays a semester, the University hosts Showcase Saturday. Faculty are required to attend one Showcase Saturday event per year.

Faculty are also required to participate in one other recruitment event during the academic year. The Scholarship and Student Recruitment Chair keeps a sign up list of other recruitment events available.

See the appendices (Appendix C) for the School of Nursing Fact Sheet, a helpful resource to answer visitors' questions.

## **Technology**

### **Information Technology Services (ITS)**

ITS is the first point of contact for technical solutions. The SON has an onsite IT support technician that can help with technology needs in office and in the classroom. Notify the Administrative Assistant to place a work order for all IT support needs. To do so, email the need

and include the computer tag number that can be found on the sticker on the top of the computer with “Property of Stephen F. Austin State University” and a barcode. The tag number is listed below the barcode. Do not contact the ITS technician at the SON directly.

The ITS Help Desk can be reached at 468-HELP (4357) or online at [Help.sfasu.edu](http://Help.sfasu.edu). Some services offered by the Help Desk include:

#### Services for Employees:

- Classroom support
- Computer support for SFA purchased computers
- Support for university phone equipment
- Software development and deployment
- Password reset
- Project management
- Public safety technology
- Online systems support (i.e. mySFA, Banner, Office 365)
- Help website - [help.sfasu.edu](http://help.sfasu.edu)

#### Services for Students

- Computer support
- Password reset
- Smartphone support
- Online systems support (i.e. Office365, email)
- Help website - [help.sfasu.edu](http://help.sfasu.edu)

### **Phones**

The University phone system requires setup to customize. For assistance with the phones and voice mail, the SFA Information Technology Services Department asks that we contact the SON Administrative Assistant or Senior Secretary. If they are unable to be of assistance, they will call technical services for you. The Administrative Assistant distributes a Faculty Contact List each semester. To successfully make a long distance call you are still required to dial “9” then “1” and the full 10 digit number. You will no longer be required to enter a code or be prompted for one to complete the call. Please remember that University services are to be used responsibly and according to University policy 16.28 Telecommunication Services paragraph two: Telephone Usage.

### **Fax**

There are three fax machines located in the workroom, in the Senior Secretary’s office, and in the annex. Your long distance authorization code is needed to send long distance faxes. Again, if you are using the fax machine to send a personal long distance fax, you must use your personal phone card. (Faxes may only be sent out from the Senior Secretary’s fax machine or annex.)

### **Copier**

The copiers are in the faculty workroom. Things may be copied directly at the machine and/or documents may be sent from the individual offices to the Xerox machine in the faculty workroom.

When requesting copies to be made by work study students, complete a work request form and place it in the work study basket in the workroom. Please allow two (2) full days for the copying to be completed.

### **Computers**

Each faculty member is provided an office computer. You may also request the use of a laptop computer for official business. The laptop must be checked out through the Simulation Coordinator.

### Common Drive (Y Drive) and Personal Drive (Z Drive)

Personal documents can be saved to your computer's Z drive. Documents that all faculty need to access are located on the common drive, commonly known as the Y drive. The common drive is where faculty meeting and committee meeting minutes are housed.

### **Email**

Each faculty member will have an e-mail address. Please check with the Administrative Assistant to obtain information on how to obtain the address and access to other computer systems. University Policy addresses the use of e-mail for University communications.

### **MySFA**

MySFA is the portal for students, faculty, and staff at SFA. MySFA provides access to enter submit the 12<sup>th</sup> class day roster, enter final grades, request leave, report leave, enter the Faculty Activity Report (FAR), sign up for campus alerts, order parking passes, check your email from off campus, access evaluation results, access Office365, and access the SFA policy manual.

To login to mySFA, go to [www.sfasu.edu](http://www.sfasu.edu) and click on the "mySFA" link in the upper right corner. If assistance is needed to log in to MySFA, contact the Help Desk.

### Faculty Activity Report (FAR)

Annually, each faculty member completes the FAR in the online database through mySFA. The FAR includes activities such as teaching, professional development, innovations, scholarly activities, professional certifications, professional memberships, service to SFA, the community, honors, awards, and recognitions, and goals and achievements. After the FAR has been completed, it is submitted to the Director for yearly evaluation. The Administrative Assistant will email the date due to all faculty members. This date varies and is contingent on dates set in the University calendar. The FAR is done after the first year of employment. To access the reporting tool, please use the following directions:

1. Log in to MySFA;
2. Click the Faculty tab;
3. Click the Digital Measures - FAR;
4. Enter your activities by clicking on the appropriate link
5. Click Add New Item
6. Enter the required information denoted by the red asterisk

### Vacation/Sick Leave Request

Faculty must submit the leave request prior to or at the time of being absent.

1. Log in to MySFA.
2. Click the Employee tab.
3. Click on Vacation/Sick Leave Request.
4. Enter the required information as denoted by asterisks.
5. The approver is the Director.
6. Click submit.

### Faculty Leave Report

A Faculty Leave Report must be submitted at the end of each month and signed off by the Director of the School of Nursing.

1. Log in to MySFA.
2. Click the Employee tab.
3. Click on Report Leave.
4. Choose the month from the drop down box.
5. Click on Leave Report.
6. Click next until the Submit button appears.
7. Click submit.

### Office365

Office365 is just like Office that you have used from Microsoft for years but with more features. You still use Word, Power Point, Excel, plus 18 other programs. Instead of a onetime expensive purchase that will shortly be outdated, it stays up to date. In addition, it is online so you can access your documents from any device, anywhere, at any time. If you save it to the OneDrive feature then no matter the disaster, a coffee spill to a fire, your work is never lost.

#### Benefits of Office 365

- Never out of date
- Always available
- Works on any device
- No loss of your hard work
- Work with many on one document at the same time
- Chat with others with Yammer
- Download Office up to 5 devices in case you are off line
- Many more tools than Office 2016 (21 in total)

## **Campus Security**

### **Emergency**

From an on-campus phone: 911

From a cell phone or off-campus phone: (936) 468-2608

(911 calls from a cell phone or an off-campus phone will first be answered by Nacogdoches Police Department.)

In the event of an emergency, Jack Alert, Outdoor Sirens, and Rave Guardian will be used to issue the alert.

### Jack Alert

When the Jack Alert system is activated, alerts are issued in three different ways:

- Website: A bright yellow banner is splashed across the top of every webpage hosted on the SFA website announcing the alert. You can click on this banner to access information related to the alert.
- The alert page is updated as often as new information is available. This system is tested during the first week of each month.
- Text and Phone: Alert calls and text messages are sent to every device registered on the JackAlert system. To receive these alerts, YOU MUST REGISTER YOUR DEVICES.
- E-Mail: Notices sent via email are sent to the SFA e-mail address of every student and employee.

To register, log onto mySFA and click on the red "Sign up for Campus Alerts" link to get started. Landline phones and e-mail addresses, which are different from your campus e-mail address, may be registered, in addition to your mobile devices.

### Outdoor Sirens

The Outdoor Siren system is designed to alert the campus to an imminent threat. Sirens are located on the roof of the Ralph W. Steen Library. While the sirens may be heard inside some buildings on campus, the system is only designed to provide an audible alert outdoors. For more details, please refer to the Campus Safety Website. The link is located at the bottom of the SFASU Homepage ([www.sfasu.edu](http://www.sfasu.edu)).

The SFASU Department of Public Safety uses Facebook and Twitter to communicate non-emergency information to the campus community as well. We post the Daily Crime Log, list Training Opportunities, provide Clery Act Information (Right to Know), and other information that might be helpful.

To receive **Facebook** alerts and information, "like" us at <https://www.facebook.com/SFAPolice> to receive **Twitter** alerts and information, "follow" us at <https://twitter.com/sfapolicedept>

### Rave Guardian

The Department of Public Safety continues to offer the Rave Guardian smart phone app to all current students, faculty, and staff. To learn more about Rave Guardian and how to download it go to <http://www.sfasu.edu/upd/lumberjack-guardian.asp>

## **Teaching and Learning Supplies**

## **Workroom**

The following items are located in the workroom:

- The SON copiers are located in the workroom and can be linked to your office computer
- Faculty mailboxes
- Fax machine (cannot be used to send faxes; can only receive on this one)
- Shredder bin
  - Note: any paperwork that contains student identifiers (ID numbers, etc.) and/or grades that you plan to discard must be put in the shredder bin.
- Office supplies
- Official SFASU letterhead and envelopes
- Laminator
- Collegiality box

## **Office Supplies**

All office supplies can be found in either the workroom or the closet of the workroom. The Administrative Assistant is responsible for ordering and maintaining supplies. Please communicate needs to her in a timely manner.

## **Business Cards**

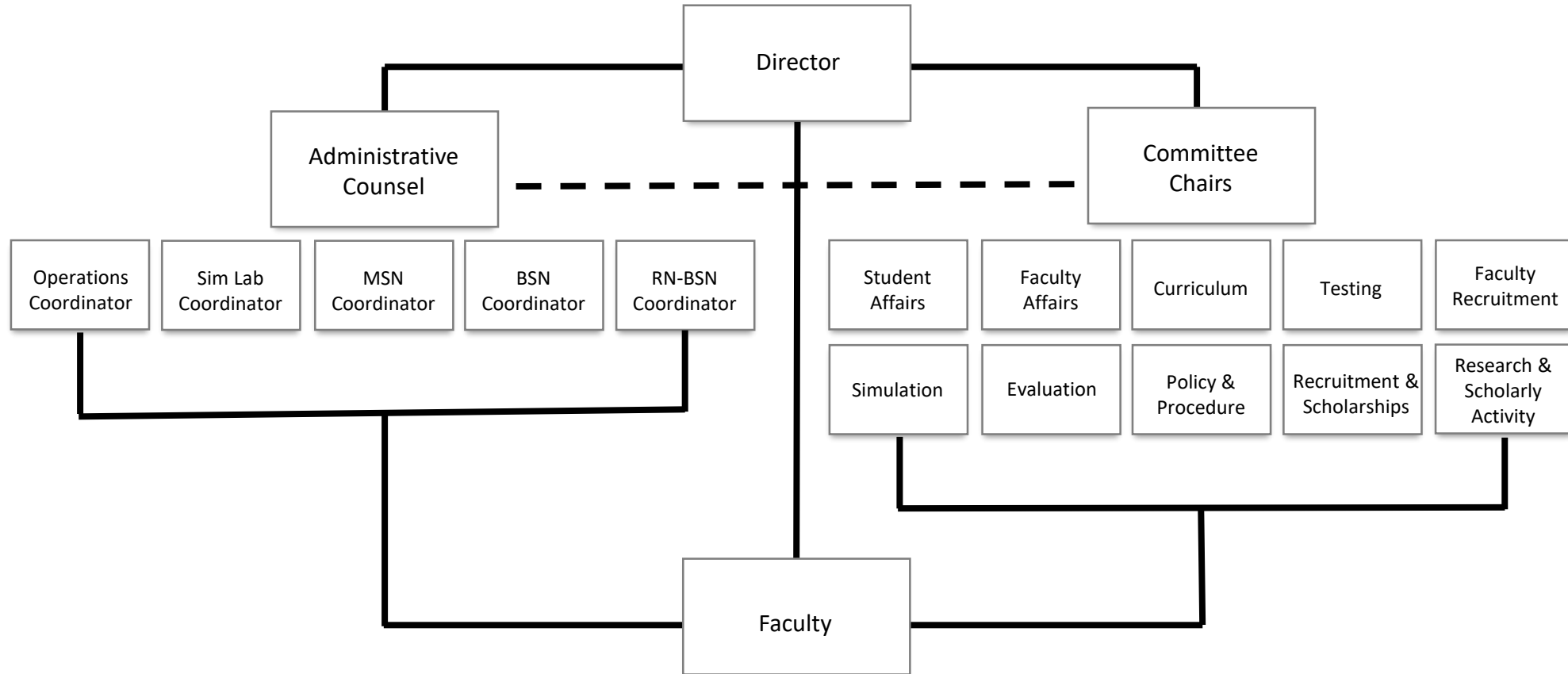
See the Administrative Assistant to order business cards.

## **Other Resources**

To check out equipment to be used off campus, see the Administrative Assistant.

# Appendix A – Organizational Chart and Committees

## Stephen F. Austin State University DeWitt School of Nursing



## **Appendix B – Clinical Instructor Evaluation**

Agree/Neutral/Disagree/Not Applicable

The clinical instructor usually began clinical on time.

The clinical instructor seldom dismissed early or cancelled clinical.

The clinical instructor facilitated learning in the clinical setting.

The clinical instructor created a climate of openness and support, which allowed students to participate in a productive exchange of ideas, acceptance of opinions, and ability to ask questions.

The clinical instructor was available for assistance outside regular clinical hours.

The clinical instructor gave feedback or graded assignments in a timely manner.

The clinical instructor was available for supervision and guidance regarding care of the patient.

If clinical was with a preceptor (faculty off-site), the clinical instructor visited clinical site and was available for questions and guidance.

The clinical instructor interacted with nursing students, staff, and other members of the healthcare team in a professional manner.

The clinical instructor fostered a positive self-confidence in the learner, which was optimistic, encouraging, and nonthreatening.

Overall, I would rate this clinical instructor as facilitating my learning.

Open ended:

Please describe your level of confidence in clinical from the beginning of the semester until the end.  
Please provide examples.

Please provide any additional comments.



## Appendix C – School of Nursing Fact Sheet

### **About our Students:**

- Take two NCLEX prep courses before graduating as part of the curriculum
- Current NCLEX pass rate for 2018 graduates is 97.25%
- On average, 80% or more have employment at graduation; some offered as many as 5 jobs and had a selection to pick from
- Students working in many areas including: Nacogdoches, Lufkin, Tyler, DFW, Houston area, New York City, San Antonio, Beaumont, New Orleans, Victoria, active duty military, and San Angelo

### **Classroom Wing**

- 4 100+ seat classrooms with state of the art podiums and 2 screens for projecting powerpoint, DVD, internet in each room
- Video streaming capabilities from Simulation Lab to any classroom for demonstration of skills or speaking to all students at once in classrooms since we have no auditorium
- Student computer lab with 27 computers, printer, copier, and TV for education materials with DVD/VCR
- Student lounge (3 microwaves, refrigerator/freezer, coffee pot, vending, outdoor patio, and picnic tables)

### **Ed and Gwen Cole Simulation Lab**

Lab features realistic patient rooms with hospital beds, state of the art mannequins, monitors, bedside tables, and additional medical equipment. Mannequins can be controlled at bedside or from a separate control room. All rooms have AV capabilities with video streaming to control room and classroom wing. The lab is 9,000 square feet with realistic inpatient and outpatient settings. **Medical surgical:**

- 10 beds
- 1 SimMan
- 5 SimMan 3G

### **Women and Children:**

- 1 SimMom
- 1 SimNewB (newborn)
- 2 Vital Sim Child
- 2 Vital Sim Toddler
- 2 Sim Jr.
- 1 Gaumard Baby
- Nursery/NICU with 4 bassinets, 3 warmers, 2 incubators, and 7 infant mannequins
- 2 exam tables

### **ER/Skills Lab:**

- 25 IV arms
- 6 Virtual IV simulators
- Anatomical trainers for dressing change and central line/port-a-cath demo
- Ambulance Bay

### **Health Assessment Lab:**

- 8 Vital Sim Adult
- 10 exam tables
- Otoscope and Ophthalmoscope at each station (10)

### **Additional Lab Features:**

- 20 Vital Sim Adult Mannequins that move throughout lab as needed
- 2 pyxis medication systems
- 3 adult crash carts with defibrillators/suction/medications
- 1 pediatric braslow crash cart
- IV pumps
- Wall suction in all rooms
- Compressed air from the wall in all rooms
- 2 surgical scrub sinks
- Wigs/makeup/etc for all mannequins
- Charts and chart racks
- 2 fully functional nurses' stations
- Unit dose simulation medications
- Linens, gowns, street clothes, towels, and bedside supplies
- Stretchers, wheelchairs, canes, crutches, and walkers