

ST. MARY'S UNIVERSITY



**SCHOOL *of* SCIENCE, ENGINEERING AND
TECHNOLOGY**

DEPARTMENT OF NURSING

**Nursing Faculty Handbook
2024 - 2026**

Table of Contents

Contents

SCHOOL of SCIENCE, ENGINEERING AND TECHNOLOGY	1
I. DEPARTMENT OF NURSING	4
A. PURPOSE OF THE DEPARTMENT	4
B. HISTORY OF THE DEPARTMENT	4
C. MISSION, VISION, AND GOALS OF THE NURSING PROGRAM	4
D. NURSING PROGRAM GOALS	7
E. PROGRAM OBJECTIVES	7
F. ORGANIZING FRAMEWORK	8
II. ORGANIZATION AND ADMINISTRATION	10
A. DEPARTMENT OF NURSING ORGANIZATIONAL CHART	10
B. POSITION DESCRIPTIONS	10
III. FACULTY & STAFF GOVERNANCE POLICIES & PROCEDURES FACULTY GOVERNANCE	22
A. GOVERNANCE OF ST. MARY'S UNIVERSITY	22
B. BYLAWS OF THE NURSING FACULTY ORGANIZATION	22
C. NURSING FACULTY MEMBERS	28
D. FACULTY RECORDS AND HEALTH REQUIREMENTS POLICY	32
E. TRAVEL	33
F. WORKLOAD	33
G. ACADEMIC ADVISING POLICY	36
H. APPOINTMENT, PROMOTION, AND TENURE	37
I. CURRICULUM	42
J. POLICIES AND PROCEDURES	42
K. EXAMINATIONS	43
L. CLINICAL FACULTY POLICIES	45
M. INCIDENT REPORT	48
N. ST. MARY'S UNIVERSITY EMPLOYEE INJURY REPORT	49
O. SKILLS LAB AND SIMULATION	54
P. UNIVERSITY NONDISCRIMINATION AND NO HARASSMENT POLICY	58
APPENDIX A	59
St. Mary's University Academic Affairs Organizational Chart	59
APPENDIX B	60

School of Science Engineering and Technology Organizational Chart.....	60
APPENDIX C	61
Nursing Department Organizational Chart.....	61
APPENDIX D.....	62
Handbook for BSN Preceptors.....	62
APPENDIX E	83
Best Practice for Preceptors.....	83
APPENDIX F	84
Mileage Reimbursement form	84
APPENDIX G.....	85
Course Syllabus Template.....	85

I. DEPARTMENT OF NURSING

A. PURPOSE OF THE DEPARTMENT

The Baccalaureate Nursing Program prepares generalists in nursing to assist individuals, families, communities, and populations toward the goal of health and wellness throughout life.

Baccalaureate education in nursing provides each student with the knowledge, skills, and attitudes needed to be practice ready professional nurses. The curriculum is based on a liberal arts foundation in the Catholic and Marianist tradition and utilizes the perspective of caring/nursing theorists for its organizing framework.

The Department of Nursing (DoN) faculty believe education is a learner-centered, life-long, intellectual, and social process with a commitment to the development of the whole person.

Learning is a self-motivated and voluntary endeavor on the part of our nursing students. Faculty are intentionally present and work collaboratively with students to facilitate the attainment of knowledge and self-actualization. Faculty members are responsible for creating and implementing active teaching strategies.

B. HISTORY OF THE DEPARTMENT

St. Mary's University is a Catholic, Marianist, liberal arts institution founded in 1852. The need for a baccalaureate program leading to a Bachelor of Science in Nursing degree was evidenced through a feasibility study conducted by the University administration in 2022. The Faculty Senate gave its support for the development of a nursing program and on March 25, 2022, the Board of Trustees gave full approval for the program.

On January 25, 2024, the Texas State Board of Nursing granted initial approval to the nursing curriculum, and the first class of nursing students will be admitted in Fall of 2025, with a start of clinical nursing courses in Spring of 2026. Graduates of the Nursing Program are eligible to sit for the National Council Licensure Examination – RN (NCLEX – RN).

The baccalaureate nursing program will apply for accreditation by the Commission on Collegiate Nursing Education (CCNE) after the first cohort of students are enrolled.

C. MISSION, VISION, AND GOALS OF THE NURSING PROGRAM

1. Philosophy

The Nursing program at St. Mary's University supports the mission of St. Mary's University. The university mission statement declares: St. Mary's University, as a Catholic Marianist University, fosters the formation of people in faith and educates leaders for the common good through community, integrated liberal arts and professional education, and academic excellence.

The university welcomes people of all faiths, or no faith tradition, and supports an environment dedicated to community and inclusivity.

The Nursing program recognizes human beings as holistic and unique, and deserving of care, compassion, dignity and respect. Each human being encompasses a physiological, psychological, sociological, intellectual, and spiritual component that makes up their God-given personhood. Nursing faculty members recognize that every human makes free choices and that preferences, values, and needs, including health and well-being, are shaped by the society and environment in which they live. Human beings are in a reciprocal relationship with the environment for health and flourishing. The environment is sociocultural with internal, external, and spiritual components which promote health, comfort, love, and safety for human beings. Human beings heal in caring and safe environments with faith that invites, supports, and accepts all.

Health is in a dynamic interaction with one's environment and other people. Health is a subjective experience as it is a person's sense of well-being. It does not necessarily mean the absence of illness or injury. Health has many components: physical, mental, cultural, environmental, spiritual, and socioeconomic. The human being's lived experiences of these different components of health affect their sense of health and well-being. Health is a fundamental right for all.

Nursing is a professional discipline which adheres to legal and ethical standards. Nursing serves humanity with the purpose of maintaining and restoring health and well-being holistically for all. Nursing is both an art and a science. The science of nursing is theory and evidence-based practice that guides the implementation of safe therapeutic nursing interventions. The art of nursing encompasses human caring behaviors, faith, beliefs, and a holistic approach that underpins the trust of the nurse-patient relationship.

The St. Mary's Department of Nursing approaches the education of nursing students within the Catholic and Marianist traditions. Education is a self-initiated, life-long, intellectual, and social process that is committed to the development of the whole person. Nursing education at St. Mary's is student-centered. Faculty are intentionally present and work collaboratively with students to attain knowledge, skills, behaviors, and self-actualization. Faculty members are facilitators of student learning and are responsible for creating and implementing active learning strategies. Faculty work to create loving and respectful learning environments enabling students to actively engage in the teaching-learning process. Nursing students are expected to be responsible and accountable for their own learning in a supportive environment. Faculty embraces each student's diverse background and works collaboratively with them to become caring, compassionate, ethical, and critical-thinking professional nurses who make sound clinical decisions.

2. Mission and Vision

The mission of the Department of Nursing is the formation of compassionate, caring, and transformative professional nurse leaders committed to providing holistic, quality safe care that is fair and equitable for all. The vision of the program is to empower innovative and passionate servant leaders who will transform health and healthcare systems by addressing inequities with perspectives informed by the Catholic and Marianist traditions and an excellent grounding in nursing theory and practice.

This mission and vision will be accomplished by providing:

- An experiential, student-centered learning environment,
- An education for transformational, servant leadership,
- A family spirit and formation for the appreciation of all,
- A focus on excellence and support of inquiry,
- A commitment to serving diverse and vulnerable populations and,
- Student self-reflection that aligns career, personal mission, and vocation.

3. Core Values

The core values of the Department of Nursing are informed by the five characteristics of a Marianist Education:

- Faith

- Recognize the spiritual dimension of human experience
- Appreciate the impact of faith on living meaningful lives
- Integrate the heart and intellect to display respect for the multiplicity of faiths and cultures
- Excellence
 - Sharpening reflection, critical thinking and clinical judgement skills
 - Promote a respectful academic environment where students feel safe to openly dialogue with faculty and peers, creating a community of learners
 - Expand personal views in the quest social justice
- Community
 - Appreciate a culture of inclusivity
 - Accept others in a spirit of family
 - Learn within a community of faith, respect, and love
 - Promote teamwork and collaboration
- Service
 - Advocate for peace and social justice
 - Minister to the suffering and the poor
 - Practice servant leadership
- Adaptation
 - Embrace change for the common good
 - Appreciate flexibility

D. NURSING PROGRAM GOALS

1. Provide a liberal education in the Catholic and Marianist Tradition of academic excellence emphasizing critical reflection, community, ethical practice, and service.
2. Increase diversity in the nursing workforce by recruiting, retaining and graduating a diverse student body prepared for generalist professional nursing practice at the baccalaureate level.
3. Provide clinical learning experiences to underserved and underrepresented populations.
4. Prepare students for management and servant leadership roles to transform nursing care that will improve safe, quality, patient-centered healthcare environments.
5. Emphasize life-long learning for continued personal and professional growth.

E. PROGRAM OBJECTIVES

By the end of the program, students will:

1. Develop a professional identity as a nurse incorporating the Marianist values of service, peace, justice, and integrity of creation.
2. Practice patient-centered care integrating knowledge from the liberal arts and science for clinical judgement in the provision of safe, caring and compassionate evidence-based care.
3. Utilize effective leadership skills to ensure safety, diversity, equity, inclusivity and belonging for improving patient outcomes and transforming healthcare systems.
4. Function effectively as a member of the healthcare team with effective communication, teamwork and collaboration skills.
5. Employ communication technologies and informatics processes to provide care, gather data, and support decision-making.

F. ORGANIZING FRAMEWORK

St. Mary's University BSN Curriculum uses the metaparadigm of human beings, environment, health, and nursing as referred to in our philosophy. Patient-centered care which recognizes nurses are in partnership with human beings, is the core concept of our framework (Figure 1). Patients include individuals, families, communities, and populations. Faculty at St. Mary's University embrace the contributions of Watson's Theory of Human Caring (Watson Caring Science Institute, 2023) and the Fundamentals of Care Framework (Kitson, 2018). The Theory of Human Caring identifies the caring behaviors of nurses that promote the subjective inner healing processes of the patient. The Fundamentals of Care Model speaks to the formation of patient-centered fundamental care, which is the goal of the nurse-patient relationship.

This Model refers to the essential and practical elements of care which involve the physical, psychosocial, and relational aspects required by every person within any healthcare setting.

Patient-centered care is supported by the concepts of professionalism, safety, evidence-based practice, teamwork and collaboration, quality improvement, and informatics. These supporting concepts are equally important and interdependent with nurses using clinical reasoning to make clinical judgements when providing patient-centered care. Finally, caring and compassion are foundational for not only patient-centered care but also with interactions within and among supporting concepts. Caring and compassion create the respectful healing environments which

are hallmarks of a graduate from the St. Mary's University BSN nursing program. Our graduates will fully integrate all conceptual components of the framework into their nursing practice.

Figure 1. St. Mary's Nursing Program Conceptual Framework



II. ORGANIZATION AND ADMINISTRATION

A. DEPARTMENT OF NURSING ORGANIZATIONAL CHART

1. St. Mary's University Academic Affairs [Appendix A](#)
2. School of Science Engineering and Technology [Appendix B](#)
3. Nursing Department [Appendix C](#)

B. POSITION DESCRIPTIONS

1. Vice Dean of the School of Science, Engineering, and Technology and Founding Director of Nursing

This position is appointed by the President for three-year terms, which are renewable after consultation with the Provost and Vice President for Academic Affairs and a representative group of faculty members of their particular Schools.

- *Qualifications**

- 1) Doctoral degree in Nursing
- 2) The Nursing Administrator shall have experience in nursing practice, nursing education, and administration.
- 3) *Unencumbered current license or privilege to practice as a registered nurse in the state of Texas.
- 4) *Minimum of three (3) years teaching experience in a professional nursing education program.
- 5) Have demonstrated knowledge, skills, and abilities in administration within a professional nursing education program.
- 6) Minimum of two (2) years in an administrative position in nursing education (preferred)

**In accordance with TX Board of Nursing regulations Rules and Regulations §215.6.d*

- *Responsibilities*

- 1) *Represents St. Mary's University and the program of nursing.
- 2) *Fulfills authorized role to direct the program in all its phases.
- 3) *Approves the instructional staff in the nursing program.
- 4) *Selects appropriate clinical sites.
- 5) *Approves and implements policies for the admission, progression, probation, and dismissal of students.

- 6) *Ensures the enforcement of student policies.
- 7) *Assigns faculty to teach content in their areas of expertise and knowledge.
- 8) *Verifies students' completion of program requirements.
- 9) *Completes and submits the TBON Affidavit of Graduation, NEPIS, and CANEP by required dates.
- 10) *Notifies the Board Staff immediately when there is a change in the name of the program director or in contact information.
- 11) Serves as the Chief Nurse Administrator for the DoN with responsibility for all aspects of departmental administration, operations, budget, personnel, and academic programs.
- 12) Advocates for adequate faculty to teach in the program.
- 13) Leads the faculty in development, implementation, and evaluation of the curriculum.
- 14) Ensures that nursing faculty members collaborate to design clinical experiences as appropriate.
- 15) Acts as a strong advocate for and representative of the department.
- 16) Maintains ongoing relationship with the community and clinical affiliating agencies.
- 17) Initiates and conducts the Nursing Advisory Council annual meeting.
- 18) Initiates and guides faculty in writing the CCNE Self-Study for accreditation.
- 19) Compiles required annual reports to TBON.
- 20) Prepares Nursing Department agenda and conducts meeting or assigns a designee.
- 21) Seeks faculty input in the development and administration of the Annual Operating and Capital Budgets.
- 22) Seeks gift and grant support for the Department, working cooperatively and collaboratively with University Advancement.
- 23) Fosters a climate of collaboration, participation, and collegiality within the Department and in relation to all areas of the University.
- 24) Participates in the strategic plan for the governing entity that includes future planning for the nursing program.

**In accordance with TX Board of Nursing regulations Rules and Regulations §215.6*

2. Faculty

a. *Full-Time (Tenure Track/Clinical Track/Lecturer Track) Faculty*

1) Qualifications

- i. *Master's Degree or Doctoral Degree (preferably in nursing).
- ii. *A nurse faculty member holding a master's degree or doctoral degree in a discipline other than nursing shall hold a bachelor's degree in nursing from an approved or accredited baccalaureate

program in nursing and shall have at least twelve (12) graduate semester hours in nursing appropriate to assigned teaching responsibilities.

- iii. *Current license or privilege to practice as a registered nurse in Texas
- iv. *Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in the subject areas of teaching responsibility
- v. *A minimum of three (3) years in the last (4) years of nursing practice experience in the anticipated subject areas of teaching responsibility clinical experience in specialty area of nursing.
- vi. A minimum of two (2) years in nursing education (preferred).

2) Responsibilities

- i. Adheres to the responsibilities for full-time faculty as stated in the current St. Mary's University Faculty Handbook.
- ii. Complete the Faculty Orientation Sessions provided by the Provost Office.
- iii. Reports to the Director of Nursing.
- iv. Teaches expected content during classroom instruction in assigned course.
- v. Instructs and evaluates groups of students in clinical areas and in campus laboratories as assigned.
- vi. *Supervises students in clinical learning experiences.
- vii. *Supervises all initial nursing procedures performed by the student in the clinical learning area and ascertains that the student is competent before allowing the student to perform the actual nursing procedure independently.
- viii. *Develops, implements, and evaluates curriculum.
- ix. *Participates in the development, implementation, and enforcement of standards/policies for admission, progression, probation, and dismissal of students and participation in academic guidance and counseling.
- x. Assumes responsibility for uploading all course learning materials on Canvas one week prior to first day of class.
- xi. Assumes responsibility for self-orientation to any assigned clinical agency, obtaining all agency mandated training and health requirements.
- xii. Meets with clinical unit manager or simulation coordinator at least one week prior to students beginning their clinical learning experiences
- xiii. Maintains clinical teaching competence.
- xiv. Mentors and supervises part-time faculty or newly appointed full-time faculty as assigned.
- xv. Schedules four office hours per week to be available for students (one of these hours per week may be scheduled prior to or following the clinical learning experience at agency site).

- xvi. Contributes to the Nursing Program development, implementation, and evaluation through attendance at all scheduled Nursing Department meetings and completion of all Departmental assignments, unless excused by program manager or chair of the department.
- xvii. Adheres to all health/criminal clearances.
- xviii. Completes annual Faculty Activity Report (FAR).

**In accordance with §TXBON Rules and Regulations 215.7*

b. Part-Time Instructional Faculty

1) Qualifications

- i. *Master's Degree or Doctoral Degree, preferably in nursing.
- ii. *A nurse faculty member holding a master's degree or doctoral degree in a discipline other than nursing shall hold a bachelor's degree in nursing from an approved or accredited baccalaureate program in nursing and shall have at least twelve (12) graduate semester hours in nursing appropriate to assigned teaching responsibilities.
- iii. *Current license or privilege to practice as a registered nurse in Texas.
- iv. *Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in the subject areas of teaching responsibility.
- v. *A minimum of three (3) years in the last (4) years of nursing practice experience in the anticipated subject areas of teaching responsibility clinical experience in specialty area of nursing.
- vi. A minimum of two (2) years in nursing education (preferred).

2) Responsibilities (Classroom and Clinical)

- i. Upholds the Mission and Philosophy of St. Mary's University.
- ii. Responsible to Course Coordinator if teaching clinical or lab.
- iii. Adheres to the responsibilities for part-time instructional faculty as stated in the current Saint Mary's University Handbook.
- iv. Instructs and evaluates a group of students in the classroom, clinical units, and/or campus laboratories as assigned.
- v. *Supervises students in clinical learning experiences.
- vi. Meets with clinical unit manager or simulation coordinator at least one week prior to students beginning their clinical learning experiences.
- vii. * Supervises all initial nursing procedures performed by the student in the clinical learning area and ascertains that the student is competent before allowing the student to perform the actual nursing procedure independently.
- viii. Assumes responsibility for self-orientation to any assigned clinical agency, obtaining all agency mandated training and health requirements.

- ix. Reviews and grades all assignments according to course guidelines.
- x. Submits grades as specified by the course coordinator and/or Department Chair.
- xi. Encourages student evaluations of faculty.
- xii. Maintains clinical and teaching competence.
- xiii. Communicates regularly with assigned Course Coordinator for the purpose of coordinating classroom and/or clinical instruction.
- xiv. Schedules one office hour per week per course to be available for students (this hour can be scheduled prior to or following class and/or clinical at the agency site).
- xv. Reports problems promptly to the course coordinator.
- xvi. Adheres to all health/criminal clearances.
- xvii. Completes annual Faculty Activity Report (FAR).
- xviii. Reports to campus on all on-campus clinical days as indicated.
- xix. Assists with student clinical orientation, lab skills practice, and return demonstrations during assigned on-campus clinical days prior to beginning off-campus clinical as indicated.
- xx. Supervises a clinical group for the appropriate number of hours as described in the course syllabus.
- xxi. Makes appropriate patient assignments for students in their clinical groups.
- xxii. Conducts weekly evaluations of students in the clinical group and document both mid-term and final Clinical Evaluation Tools.
- xxiii. Follows procedure for making up canceled clinical time in the event of cancellation due to excused absence.
- xxiv. Submits an evaluation of the clinical site at the end of each semester.
- xxv. Collects student evaluations.
- xxvi. Obtains and utilizes feedback provided from students on the Watermark Course Evaluation Survey/Course Coordinator.

**In accordance with TXBON Rules and Regulations 215.7*

c. BSN Preceptors

Clinical preceptors may be used to enhance clinical learning experiences after a student has received clinical and didactic instruction in all basic areas of nursing.

- In courses which use clinical preceptors for a portion of clinical learning experiences, faculty shall have no more than twelve (12) students in a clinical group.
- In a course which uses clinical preceptors as the sole method of student instruction and supervision in clinical settings, faculty shall coordinate the preceptorship for no more than twenty-

four (24) students.

- The preceptor may supervise student clinical learning experiences without the physical presence of the faculty member in the affiliating agency or clinical practice setting.
- The preceptor shall be responsible for the clinical learning experiences of no more than two (2) students at a time.

(Reference: TXBON Regulations §215.10h)

1. Qualifications

- a. *Competence in designated area of practice.
- b. At least (1) year of nursing experience in designated area of practice.
- c. *Preceptor philosophy of healthcare congruent with that of the nursing program.
- d. *Current licensure or privilege to practice as a registered nurse in the State of Texas.
- e. **In accordance with TXBON Rules and Regulations §215.10h*

2. Responsibilities

- a. Provides supervision and guidance to facilitate the student's goals and expectations for the clinical/practicum experience as outlined in the student's learning contract.
- b. Serves as a role model and will provide direction, support, encouragement, and professional feedback in clinical various situations, which will assist the student in the role transition to a graduate nurse.
- c. Collaborates with the student for ongoing feedback of the student's needs and clinical experiences.
- d. Provides input and recommendations related to the student's performance during the practicum experience; however, faculty shall retain responsibility for planning and evaluating student learning and experiences when students are engaged in clinical activities with a preceptor.

3. Clinical Course Coordinators

a. Qualifications

Clinical Course Coordinators are registered nurses, licensed in Texas, with a minimum of 3 years of clinical expertise in the area of instruction and a minimum of 2 years in nursing education (preferred). The clinical course coordinator shall hold at least a Master of Science in Nursing (MSN) degree. The clinical coordinator teaches the didactic portion of a clinical course for which

they are coordinating.

b. Responsibilities

- 1) Develops course teaching activities.
- 2) Oversees the development of course materials.
- 3) Ensures continuous ongoing communication among clinical faculty in course.
- 4) Provides feedback on course materials/resources
- 5) Maintains records regarding individual student performance.
- 6) Coordinates evaluation of clinical site in relation to course.
- 7) Oversees use of standardized assessment resources related to the course and program level.

4. Simulation/Skills Lab Coordinator

The Simulation/Skills Lab Coordinator is directly responsible to the director of the DoN. Primary responsibility is to enhance simulation integration in the curriculum and provide the students with lab practice, remediation, and skill evaluation.

a. Qualifications

- 1) *Master's Degree or Doctoral Degree, preferably in nursing with Certified Healthcare Simulation Educator (preferred).
- 2) *A nurse faculty member holding a master's degree or doctoral degree in a discipline other than nursing shall hold a bachelor's degree in nursing from an approved or accredited baccalaureate program in nursing and shall have at least twelve (12) graduate semester hours in nursing appropriate to assigned teaching responsibilities.
- 3) *Current licensure or privilege to practice as a registered nurse in the State of Texas.
- 4) *Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in the subject areas of teaching responsibility.
- 5) A minimum of two (2) years in nursing education (preferred).
- 6) A minimum of (1) year in teaching simulation (preferred).

**In accordance with TXBON Rules and Regulations 215.7*

b. Responsibilities

- 1) Provides practice, remediation, and skill evaluation to students in the lab when needs are identified by the course faculty.
- 2) Facilitates debriefing following simulation events.

- 3) Provides educational opportunities/resources to enhance faculty's knowledge and skills related to simulation and laboratory experiences.
- 4) Ensures the effective use of the Healthcare Simulation Standards of Best PracticeTM in planning simulation experiences with faculty.
- 5) Creates Simulation Lab policies and procedures.
- 6) Actively participates in scheduled Nursing Department meetings and provides suggestions/feedback for improvement related to laboratory/simulation experiences.
- 7) Researches, purchases, and implements new technologies, simulators, and task trainers
- 8) Be available for open labs and course labs.
- 9) Develops and maintains case scenarios, setup guidance, utilization tracking, and center management documentation.
- 10) Administration and operation of learning/center management systems to record simulations, manage case information, collect faculty and standardized patient evaluations, track learner contact hours, and report on center data and utilization.
- 11) Schedules simulation activities and resources.

5. Simulation Technologist

The Simulation Technologist specializes in both the technologies and methods used in the planning, preparation, and execution of simulation education. The position requires strong technology skills and experience in simulators and its software. The Simulation Technologist will assist the Simulation/Skills Lab Coordinator with the day-to-day operations of the simulation suite and the skills lab.

a. *Qualifications*

- 1) An Associate degree is required/Bachelor degree preferred.
- 2) At least three (3) years of experience in learning-based simulation technology or IT is preferred.
- 3) Familiarity with medical terminology is required as well as experience in a fluid and demanding work environment.
- 4) Demonstrated experience and understanding of proper lab procedures for safety of self and of others is required.
- 5) An equivalent combination of years of experience and education may be considered for substitution of experience requirements.
- 6) Ability to effectively communicate, analyze and evaluate technical equipment functionality and performance, think critically to solve problems independently or in teams, and give or follow oral

and written instructions to provide desired outcomes is required.

- 7) Good teamwork skills and ability to work with diverse individuals and diverse groups is required.
- 8) Ability to be self-directed, self-motivated, exercise good time management and independent judgment while identifying and readjusting work priorities as needed is required.
- 9) Ability to configure, operate, and maintain networked computer and audiovisual equipment, beyond the specialized simulation technologies is required.
- 10) Proficiency with a variety of computer hardware and software applications (such as PC and Mac computers, video cameras and microphones), database development and maintenance, security and protection of software programs, computer files and confidential records is required.
- 11) Customer service-oriented attitude is required.
- 12) The ability to develop knowledge of, respect for, and skills to engage with those of other cultures or backgrounds is required.

b. Responsibilities

- 1) Equipment setup and breakdown includes setting up patient simulators, task trainers, supplies, and audiovisual equipment.
- 2) Programs and operates software during simulation activities.
- 3) Provides audiovisual support primarily used for live streaming and reviewing simulation activities, video production equipment, and other types of media for content delivery.
- 4) Maintenance of simulators and manikins.
- 5) Troubleshoots electrical or networking issue (within warranty guidelines) with the simulators.
- 6) Inventory management and ordering of supplies in collaboration with the Simulation/Skills lab coordinator.
- 7) Software (operating systems, applications, simulator software) management, maintenance, and implementation.
- 8) Utilizes and maintains medical equipment such as IV pumps, ventilators, anesthesia machines, standard defibrillators, and automated external defibrillators (AEDs). Maintains records of warranty information, purchase and expiration dates, serial numbers, and maintenance records for Simulation Center equipment.
- 9) Prepares and applies moulage - simulated injuries, wounds, bruising - to standardized patients and simulators.
- 10) Contributes to a work environment that encourages knowledge of, respect for, and development of skills to engage with those of other cultures or backgrounds.
- 11) Remains competent and current through self-directed professional reading, developing professional contacts with colleagues, attending professional development courses, and

attending training and/or courses as directed by the supervisor.

- 12) Contributes to the overall success of the Simulation/Skills Lab by performing all other duties and responsibilities as assigned by the Simulation/Skills Lab Coordinator and other supervision.

The work area involves moderate environmental discomfort such as continuous moderate noise from machines or equipment used in the lab. Work requires regular set up of equipment and simulators of over 50 pounds, including moving human patient simulators which weigh over 100 pounds.

6. Senior Administrative Assistant

The Senior Administrative Assistant is responsible for assisting the Director of Nursing and Faculty in the execution of their duties and responsibilities. The position requires complex office management functions and high-level administrative support for the Department of Nursing. The Senior Administrative Assistant handles a wide range of administrative support tasks that involve effective communication and interaction with students, parents, stakeholders, faculty, and staff throughout the Department of Nursing and St. Mary's University. The Senior Administrative Assistant must have a strong professional demeanor and be reliable and trustworthy; especially when managing confidential and time-sensitive materials.

a. Qualifications

- 1) At least an Associate Degree in related field and/or at least 4-5 years of administrative office management experience.
- 2) Proven experience in monitoring budgets and budget analysis.
- 3) Experience in reporting, writing, and verbal communication.
- 4) Culturally responsive conflict resolution and creative problem-solving skills.
- 5) Advanced skills in Microsoft office and Google suite, as well as academic software programs.
- 6) Demonstrate a strong professional demeanor and an ability to maintain confidentiality.

b. Responsibilities

- 1) Assists the Director of Nursing in the day-to-day operations of the office.
- 2) Manages the calendar and coordinate and prioritize appointments.
- 3) Compiles various reports, handle all contracts, and maintain records and other documents.
- 4) In collaboration with and at direction of the Director of Nursing; be responsible for managing nursing department operational records for program accreditation, including files for faculty, students, preceptor, and affiliate and clinical facilities.

- 5) Maintains licensure verifications, health documents, background checks, documents for state and national accreditation requirements, and all core documents and general student records for the Department of Nursing.
- 6) Provides high-level customer service and field calls daily from students, parents, and employees on policies and procedures, operations and other Department of Nursing information requests.
- 7) Oversees fiscal and budgetary operations of the Department of Nursing and provide monthly reports to the Director of Nursing (including the processing of invoices, purchase orders, expense reports and check requests).
- 8) Performs periodic budget analyses and data reports.
- 9) Processes and oversees all pre-authorization and expense reports for travel.
- 10) Reviews invoices for payment processing and assists in purchasing as directed by the Director of Nursing including but not limited to faculty professional development, associated nursing lab, and office supply purchases.
- 11) Participates in meetings on respective campus, faculty departmental meetings, Department of Nursing meetings, and others as needed.
- 12) Creates, maintains, and updates spreadsheets, tables, presentations, letters, communications and other documents for the Director of Nursing and faculty
- 13) Proof-reads and edits, when necessary, drafts before distribution.
- 14) Tracks and protects confidential and sensitive information and use discretion when disseminating information.
- 15) Prioritizes the Department of Nursing's scheduled events and follow up to ensure deadlines are met.
- 16) Attends meetings at the discretion of the Director of Nursing, take minutes and post/disseminate information including agendas and minutes.
- 17) Responds to emails from constituents.
- 18) Provides assistance with updating the Department of Nursing's website with the most up-to-date information.
- 19) Hires, supervises, supports, and schedules student worker staff.
- 20) Represents the Department of Nursing to internal and external constituents.
- 21) Builds and maintains relationships with students from recruitment and initial contact through various stages of enrollment, degree planning and degree completion.
- 22) Provides administrative support and record management for Nursing program accreditation.
- 23) Assists in planning and implementation of student selection process, program orientations, NCLEX reviews, graduation and pinning recognition, and board application activities, which

contributes to the success of students in all nursing programs.

24) Participates in recruitment events on campus and in the community.

25) Supports the development of marketing and recruitment materials as needed for the Department of Nursing.

26) Participates in professional development programs, workshops, and trainings which relate to the ongoing development of the Department of Nursing.

27) Accesses institutional systems and tools to support the work of the Department of Nursing.

28) Other duties as assigned by the Director of Nursing.

III. FACULTY & STAFF GOVERNANCE POLICIES & PROCEDURES FACULTY GOVERNANCE

A. GOVERNANCE OF ST. MARY'S UNIVERSITY

See the University Faculty Handbook at LINK Section 2.0

[StMU-Faculty-Handbook- Final published-08.13.2471.pdf \(stmarytx.edu\)](#)

B. BYLAWS OF THE NURSING FACULTY ORGANIZATION

Article I: Name

The name of this organization shall be the Nursing Faculty Organization of the DoN of St. Mary's University.

Article II: Objectives and Functions

Section 1:

The purpose of the Nursing Faculty Organization shall be to provide the structure for the faculty to execute its functions and responsibilities with respect and academic and administrative policies of the Department as well as other affairs of the Department, a constituent unit within Saint Mary's University.

Section 2:

The functions of the Nursing Faculty Organization shall be to:

- Plan, implement, and evaluate all aspects of the nursing program.
- Review, formulate, implement, and evaluate all of the academic, educational, and administrative policies relevant to faculty and students within the DoN.
- Review and evaluate the annual budget for the DoN.
- Plan, implement, and evaluate a program for the orientation of new faculty
- Engage in professional activities that interpret professional nursing to the University and community.

Article III: Membership

Section 1:

The membership of the Nursing Faculty Organization shall be composed of:

- Director of the program is an ex officio member of the organization.
- Regular members of the Nursing Faculty Organization shall be full-time nursing faculty appointed

by the DoN for instructional and/or administrative activities.

- Associate members of the Nursing Faculty Organization shall be Part-Time Instructional Faculty who engage in instructional and/or administrative activities as deemed necessary by the regular members of the Nursing Faculty Organization.
- Simulation Operations Specialist
- Nursing department support staff.
- The voting membership shall consist of the ex officio, regular and associate members.
- Student Representatives as well as staff have no voting privileges.

Section 2:

Three full-time BSN students enrolled (one sophomore, one junior, one senior) in the DoN program shall be recruited, as a Student Advisory Board, by faculty to represent their classes at selected faculty meetings.

Article IV: Officers and Functions

Section 1:

The officers of the Nursing Faculty Organization shall consist of a chairperson and an administrative assistant.

The Director of the Department shall be the Chair of the Nursing Faculty Organization. The functions of the chairperson shall be to:

- Prepare and distribute agenda for all meetings.
- Conduct all meetings or appoint a designee to do this.
- Establish a calendar for all meetings at the first regular meeting.
- Appoint chairpersons and members of the standing committees once standing committees are established.
- Appoint ad hoc committees as necessary.
- Serve ex-officio as a member for all committees.

Administrative assistant responsibilities shall be to:

- Record minutes of all Nursing Faculty Organization meetings.
- Review and sign minutes for distribution to all faculty members, keeping an electronic and hard

copy on file.

Article V: Meetings

Section 1:

The Nursing Faculty Organization shall meet at least seven (7) times during the calendar established for that academic year.

Section 2:

A written agenda shall be submitted to members of the organization at least four (4) days prior to a meeting. Members wishing to have matters placed on the agenda shall submit them to the chairperson in writing at least one week prior to any regularly scheduled meeting. The chairperson may add items that require immediate attention although they are requested too late to appear on the written agenda.

Section 3:

Special meetings can and shall be called by the chairperson when at least two members of the organization submit a written request, which includes an outline of the subject to be discussed. No Additional business shall be transacted during special meetings.

Section 4:

Except in cases of emergency, at least three working days' notice of special meetings shall be given in writing to all members.

Article VI: Committees (to be established FALL 2028)

Section 1:

The Chair and other faculty members of standing committees, unless otherwise stated in the bylaws, shall be appointed by the Nursing Faculty Organization Chair. Each member of the organization shall submit a list of standing committees on which students would like to serve during the academic year. As appropriate, student representatives shall be elected to committees by each class.

Section 2:

Any standing committee chairperson may appoint any of its members to chair a sub- committee to carry out any portion of the work of the committee.

Section 3:

There are two (2) standing committees of this organization

- Admission, Progression, and Retention Committee (APR)
- Curriculum, Assessment and Program Evaluation (CAPE) Committee

These committees shall meet at least once a semester or as necessary to meet objectives according to a calendar established during the first meeting of the academic year.

Curriculum, Assessment, and Program Evaluation (CAPE) Committee

- Is comprised of an appointed Chair, faculty members, student representatives from each cohort (will be dismissed from the meeting prior to agenda items related to assessment and program evaluation), and available parttime faculty members.
- Evaluates the nursing curriculum of the respective program.
- Recommends curriculum changes to the Nursing Faculty Organization.
- Recommends to the Nursing Faculty Organization changes in department policies related to curriculum implementation.
- Describes, organizes, and maintains systematic timetable for evaluation of essential components of the program. These components include but are not necessarily limited to faculty, students, curriculum, program policies, physical facilities, and resources.
- Collects, organizes, and directs data to appropriate individuals and committees according to established timetable.
- Provides follow-up with appropriate committees for decisions relative to evaluative data.
- Maintains files of evaluative data.
- Previews and revises forms used for evaluative data collection in collaboration with appropriate committees.
- Documents on-going professional development of its members related to evaluation processes.
- Ensures meeting minutes are filed with the nursing department.

Admission, Progression, and Retention Committee (APR)

- This committee is comprised of an appointed Chair, fulltime faculty and parttime faculty

members.

- Keeps accurate and current data related to the admission status of prospective students.
- Maintains records of student outcomes in relation to progression policies.
- Gives recommendations of all transfer candidates interested in the nursing program to the Chair of the DoN.
- Works with the St. Mary's University Admissions Office in maintaining standards established by the DoN.
- Maintains records of student enrollment.
- Recommends changes in the Nursing Admission, Progression, and Retention Policies to the Nursing Faculty Organization.
- Makes recommendations related to the recruitment of students to Nursing Faculty Organization.
- Investigates and reports national studies related to the admission of nursing students.
- Ensures meeting minutes are filed with the nursing department.

Nursing Advisory Council

The Nursing Advisory Council of St. Mary's University meets at least annually. The purpose of the Council is for the nursing program to share programmatic and student outcomes with our communities of interest. The Advisory Council allows the nursing program to work together with our communities of interest and seeks:

- Advice on matters related to the Department of Nursing mission, program goals, and student objectives.
- Input on curricula and programmatic policies.
- Updates on nursing practice trends/concerns of new graduates.
- Assistance with the establishment of community relationships and partnerships.

The Advisory Council meeting minutes are available on the Nursing Department SharePoint.

Ad Hoc Committees

Ad hoc committees are appointed by the Chair of the DoN as the need arises. The membership of these committees is appropriate for the defined task. An ad hoc committee is disbanded when it has accomplished the task for which it was appointed.

Article VII: Quorum

A majority of the full-time faculty constitutes a quorum at all meetings of this organization.

Article VIII: Amendments

Section 1:

These bylaws may be amended by a quorum vote of the faculty, providing the faculty has had written notification of the proposed amendment at least two weeks prior to the meeting.

Section 2:

These bylaws may be amended by the unanimous vote of the faculty present at a meeting without prior notification.

Article IX: Parliamentary Authority

In the absence of any bylaws to the contrary, the current edition of Robert's Rules of Order Newly Revised shall govern transactions of this organization.

1) Student Representative Guidelines

Student level representation provides a means for students to participate in the evaluation of the Nursing Program. The faculty welcomes open dialogue with students to enhance the quality of the educational program.

Procedure:

- At the beginning of the fall semester, one student representative and one alternate in good academic standing will be elected. Additionally, one student representative for the Curriculum Committee will be elected (to be established Fall 2028).
- Student representatives will be notified at least one (1) week prior to a scheduled meeting. Student representatives may present items in writing for inclusion on the agenda to the Chairperson of the Nursing Department, or any faculty member of St. Mary's University DoN one (1) week prior to the scheduled meeting.
- Student reports/concerns will be the first order of business at the respective meetings. Student representatives are dismissed from the meetings once the discussion of their concerns have been fully addressed
- Student comments should be a reflection of the program/level as a whole. Concerns relating to an individual student should be discussed with the instructor.
- Student representatives are responsible to report the outcomes of the meetings to fellow students.

2) Format for Presentation for Action Items for Faculty Vote

The format for items coming from committees to the Nursing Faculty Organization for a vote is as follows:

- Title/Motion
- New or revised item
- Current policy if one exists
- New policy
- Any relationship to University policy
- Rationale

C. NURSING FACULTY MEMBERS

Faculty are employed as full time or part-time faculty members. Full time faculty members include tenure track, non-tenure clinical track and non-tenure lecturer track according to University policies. Please refer to the St. Mary's University Faculty Handbook Section 3.1 for a complete description of the various faculty categories.

1. Faculty Orientation

The goal is to facilitate a smooth integration of new faculty into their roles and foster their professional development within the department.

Orientation and Mentorship Process:

- Distribution of Handbooks: All new faculty members receive copies of the StMU Faculty Handbook, the Nursing Faculty Handbook, and the Student Handbook. These documents provide essential information about university policies, departmental guidelines, and student expectations.
- New Employee Orientation: All new full-time faculty members are required to attend the annual New Employee Orientation conducted by the Human Resource Department. This orientation provides a comprehensive overview of university policies and procedures.
- Nursing Department Orientation: New full-time and part-time faculty members receive a Nursing Department Orientation. The Director of Nursing conducts an orientation session to review policies and procedures outlined in the Nursing Faculty Handbook. This ensures a clear understanding of departmental guidelines.
- Faculty Mentorship: A faculty mentor is assigned to each new full-time faculty member for a duration of one academic year. Faculty mentors and mentees engage in monthly meetings throughout the academic year. The mentor provides guidance, support, and assistance to help

the mentee navigate their teaching role and integrate within the nursing department.

- Orientation for Clinical Faculty: Clinical Faculty members receive orientation and mentorship from the Course Coordinator. This ensures that they are well-prepared to guide students in clinical learning experiences.
- Orientation for Didactic Faculty: Didactic Faculty members are oriented by the Director of Nursing and are also assigned a faculty mentor. This dual approach supports their successful integration into the teaching environment.

2. Faculty Development

The Department of Nursing values the importance of faculty development and aims to support the continuous growth, learning, and professional enrichment among full-time nursing faculty members. Each full-time faculty will receive a yearly \$1000 allocation per fiscal year for professional development activities. Unused funds do not roll over to the next fiscal year.

Additionally, the policy establishes an annual department-wide professional development days to enhance collaboration and knowledge sharing.

- The allocation is intended to facilitate the faculty's professional growth through participation in relevant activities, such as conferences, workshops, seminars, courses, certifications, and other professional development opportunities.

Faculty members are responsible for selecting and funding their chosen professional development activities. Faculty members must complete the Travel Authorization and Expense Report (TAER) prior to registering for any professional development activity with the Director of Nursing for approval. Upon approval, faculty may register and will submit their expenses with receipts and proof of completion to the Senior Administrative Assistant for reimbursement of up to \$1000 following the activity.

The Nursing Department will organize annual professional development days aimed at fostering collaboration, knowledge sharing, and skill enhancement among faculty. The Nursing Department leadership, in collaboration with faculty representatives, will plan the content, themes, and activities for the annual professional development days. The professional development days may include a mix of keynote speakers, workshops, panel discussions, group activities, and opportunities for faculty members to showcase their expertise. The professional development days will be scheduled either before the start of the fall semester or before the start of spring semester. All full-time and part-time faculty members are expected to attend the annual professional development days unless prior arrangements are made with the department

leadership due to extenuating circumstances. Part-Time Instructional faculty will be invited and highly encouraged to attend the Annual Professional Development Days.

Attendance records for the professional development days will be maintained by the department to ensure accountability and compliance.

a. Office Hours

In accordance with the aims of the University and its emphasis on the individual learner, it is essential that students have opportunities to confer with the instructors. Accordingly, full-time faculty must maintain a minimum of four office hours per week distributed over several days. In addition, full-time faculty should be available to students and colleagues for a considerable amount of time each week. These office hours should be scheduled at different times, both morning and afternoon to enable student opportunities to confer with faculty. Part-time faculty must maintain at least one office hour a week for each three credits of instruction. At the beginning of each semester, faculty members should post the times of office hours, and notify their students of these times, as well as the Director of Nursing and the Dean of the School of Science, Engineering, and Technology no later than the end of the first week of instruction. The schedule of office hours is posted in individual course syllabi, Canvas, and on office doors. In the case of part-time faculty, their offices hours should be posted in Canvas and in their syllabi. Faculty are expected to make reasonable efforts to accommodate students who cannot access the faculty member during the posted office hours, or those who need extra assistance.

3. Faculty Evaluation Policy

- *Director of Nursing*

Administrative performance of the DoN will follow university policy as outlined in 3.8.3 of the faculty handbook.

- *Full-time Faculty*

All full-time faculty are evaluated according to the policies and procedures as outlined in the St. Mary's University Handbook Section 3.8. The same categories of criteria are applicable to the evaluation of faculty members when they are being considered for tenure, promotion, and merit increases in salary. These include, first of all, excellent teaching and advising of students, as well as scholarly productivity, and valuable service within and outside the University

- Each faculty member shall annually submit a Faculty Activity Report (FAR) to the DoN addressing criteria in 3.8.1 of the university faculty applicable to the faculty member's appointment line addressing activities over the past academic year. Faculty must also include progress of achieving goals identified in previous FAR and propose measurable goals for the following academic year.
- University policy requires periodic student evaluations of all instructors. Evaluations, authorized by the Provost and Vice President for Academic Affairs, are conducted at regular intervals each year under the supervision of the Director of Academic Assessment. A faculty member may supplement this evaluation with his or her own evaluation process.
- University policy requires both formative and summative peer evaluations. The Department of Nursing will require one peer evaluation per semester for tenured and non-tenure track faculty and one peer evaluation per semester for tenure track faculty

- *Part-Time Instructional Faculty*

Part-time faculty members must excel in teaching. Evaluations of teaching, authorized by the Provost and Vice President for Academic Affairs, are conducted at regular intervals each year under the supervision of the Director of Academic Assessment. The Deans are responsible for regularly monitoring the quality of teaching by part-time faculty members.

a. Preceptor Orientation and Evaluation

The Clinical Immersion course faculty is responsible for course oversight responsibility that includes assuring that the required affiliation agreements, preceptor contracts, student forms, and preceptor forms and licenses are in place. The course faculty, along with the Director of Nursing will maintain appropriate databases and files that contain the agreements and course documents. The Clinical Immersion course faculty coordinates clinical course content with the students and the preceptors. Written clinical objectives shall be shared with the clinical preceptors or clinical teaching assistants prior to or concurrent with the experience.

The course faculty are responsible for student evaluation and conduct this evaluation with preceptor input.

- Faculty provide in-person or Zoom orientation with each preceptor using the Preceptor Orientation Handbook ([Appendix D](#)).
- Faculty encourage preceptors to complete the *Best Practices for Preceptors* course ([Appendix E](#))
- Faculty shall retain responsibility for planning and evaluating student learning experiences when

students are engaged in clinical activities with a preceptor.

- If a faculty member is not physically present in the area in which students are practicing, a faculty shall be readily available to students and clinical preceptors during clinical learning experiences.
- The designated faculty member shall meet periodically with the clinical preceptors and student(s) for the purpose of monitoring and evaluating learning experiences.
- Faculty Evaluation of Preceptors
- Provides evaluation of clinical site and preceptor experience
- Discusses with preceptor arrangements for faculty site visits, determines frequency of onsite visits and frequency of email and/or phone communication with preceptor.
- Provides summative evaluation of clinical site and preceptor experience.

D. FACULTY RECORDS AND HEALTH REQUIREMENTS POLICY

This policy outlines the guidelines for maintaining accurate and up-to-date faculty records and health requirements within the St. Mary's University Department of Nursing. It is essential to ensure that faculty members' credentials, licenses, and health documentation are current, complete, and compliant with the department's standards and regulatory requirements.

1. Faculty Records Management:

- Annual Review and Update: All faculty members are required to review and update their records annually before the beginning of the academic year. This review is aimed at ensuring that all necessary information is accurate and up-to-date.
- Responsibility for Fees: Faculty members are responsible for any fees associated with completing the required health requirements.
- Official Faculty File: The official faculty file will be securely stored within the Department of Nursing. Additionally, a password-protected SharePoint file will house electronic copies of faculty records. Faculty health requirement documents will be maintained in SentryMD.

2. Required Health Documentation

Faculty members' files must include the following documents:

- Copies of transcripts from Nursing Education Programs (Original transcripts for full-time faculty and part-time faculty must be on file in the Office of the Provost)
- Current RN license (verified on the Texas Board of Nursing Official Website)

- Updated Curriculum Vitae (annually by April 30th)
- Updated Faculty Activity Report (FAR) (annually by June 30)
- Current **American Heart Association Health Care Provider CPR** certification
- Annual HIPAA Training
- Annual Bloodborne Pathogen Training
- Influenza (Flu) Vaccine (annually by October 1)
- Initial COVID-19 Vaccine (two-part series)
- 2-step PPD (Tuberculosis) testing initially, followed by an annual one-step PPD
- Chest X-ray (CXR) if PPD test is positive
- Documentation of MMR or titer
- Documentation of Varicella vaccine or titer
- Documentation of Hepatitis B Immunization OR Declination
- Tetanus, diphtheria, and pertussis (Tdap) booster vaccination (within the last 10 years)
- Urine Drug Screen (10-panel) as required
- Annual background check
- Annual health physical

The Department of Nursing will ensure the secure storage and confidentiality of faculty records, health documents, and compliance with the outlined requirements. Non-compliance may result in the faculty member's inability to participate in certain teaching or clinical activities until compliance is achieved.

E. TRAVEL

Clinical travel is reimbursed to the clinical site minus the travel to and from the University. The University determines the reimbursement rate. The Mileage Reimbursement form must be completed for reimbursement ([Appendix F](#)). Please refer to the University policy Travel for University Business.

F. WORKLOAD

Nursing faculty workload follows general University guidelines which is 12 teaching credit hours each semester. In making course assignments and in assessing the instructional load,

consideration is given to such variables as the number of preparations, the nature of the subject matter, and the total number of students in class, and the number of credits assigned to lab, simulation, and clinical.

Ordinarily, teaching credit hours for regular courses coincide with the number of student credit hours. However, a lab/simulation/clinical credit is equal to 3 contact hours. The Nursing Department recognizes the rigorous load lab/simulation/clinical add to a faculty assignment. Therefore, faculty workload for lab/simulation/clinical will be calculated as 1 contact hour of lab will equal 1 workload credit.

1. Faculty Workload

There are 15 weeks in the semester with week 16 being finals.

a. *Teaching:*

b. *Lectures:* Each 15 hours of classroom teaching per semester equals 1 credit.

Table 1A: Calculate Lecture Time to Assign a Credit Equivalent.

Lecture Hours per Week	Lecture Hours per Semester	Credit Equivalent
0.25	3.75	0.25 credit
0.5	7.5	0.5 credit
1	15	1 credit
2	30	2 credits
3	45	3 credits
4	60	4 credits
5	75	5 credits

c. *Labs, Simulation, and Clinical Teaching:* Each contact hours of labs/simulation/clinical teaching per week is equal to 1 workload credit.

Table 1C: Calculate Lab/Clinical Teaching Time to Assign a Credit Equivalent.

Clinical Teaching Contact Hours per Week	Clinical Teaching Contact Hours per Semester	Credit Equivalent
3	45	3 credits
6	90	6 credits

9	135	9 credits
12	180	12 credits

- d. *Reassigned Time*: Any time that is non-teaching in nature that is necessary for the implementation of a program or to satisfy external accreditation standards. Examples of how reassigned time is calculated in the nursing program are listed below. Faculty load may be adjusted based on recommendations of the Director of Nursing to the Dean with approval of the Provost.
- e. *Clinical Coordinator*: Course coordination is given a one credit release per course.
- f. *Administrative Load*: The Director of Nursing is given a 9-hour course release. As defined in TBON Rule §215.6, the program director can only teach 3 course hours per week if required to teach.
- g. *Professional Development/Clinical Practice*: As required by accreditation and/or job description.
- h. *Grant activities*: Any grant activities recognized by the Department/Chair.
- i. *Other activities* defined by the Program Director as approved by the Dean/Provost: Any other activities identified as a need for the program or the external accreditation standards.

Please note: The faculty is the most important resource of the institution, competent not only in the discharge of instructional and scholarly obligations within the various disciplines, but also in the execution of other duties within the total community of St. Mary's. It is the duty of each member of the faculty to take an active interest in the government of the University and to discharge the particular duties of his or her appointment subject to the arrangements of the faculty. Time associated with these activities include office hours, advising, department meetings, participation in professional organizations, Academic and University Convocations, Baccalaureate Ceremony, Commencement are therefore **not** eligible to be calculated as reassigned time (a form of compensation).

Table 2: Calculate Reassigned Time to Assign a Credit Equivalent.

Reassigned Time Hours per Week	Reassigned Time Hours per Semester	Credit Equivalent
0.5-.75	7-14	0.25 credit
1-1.5	15-27	0.5 credit
2-3	28-55	1 credit
4-6	56-97	2 credits
7-9	98-139	3 credits
10-12	140-181	4 credits
13-15	182-223	5 credits
16-18	224-265	6 credits
19-21	266-307	7 credits
22-24	308-349	8 credits
25-27	350-391	9 credits
28-30	392-433	10 credits
31-33	434-475	11 credits
34-36	476-504	12 credits

Faculty Load = Teaching load + Reassigned Time.

G. ACADEMIC ADVISING POLICY

The Department of Nursing is committed to providing comprehensive academic advising services to nursing students. This policy outlines the roles, responsibilities, and expectations of faculty advisors and students, fostering a supportive and successful academic journey. The policy underscores our dedication to ensuring each student's academic progression and overall success and is in accordance to the St. Mary's Faculty Handbook 3.6.2.

- **Faculty Mentors:** Faculty serve as mentors to freshman students who are interested in applying for the nursing program, and as second year faculty mentors to sophomore students admitted in the nursing program. It is expected that faculty mentors meet with their students at least once each semester. Faculty may meet with their mentors as a group as appropriate.
- **Availability of Advising:** Faculty become the advisor of record for junior and senior year nursing students. Academic advising is a vital service available to all nursing students. Students are

assigned a faculty advisor who will work with students throughout their time in the nursing program upon enrollment in the nursing program. Advising sessions can be initiated by either the faculty member or the student, ensuring proactive support for academic success.

1. Roles and Responsibilities:

- Counseling and Course Content: Faculty advisors provide counseling and guidance to students on curriculum requirements, and academic skills. They direct students to professional resources for personal challenges and refer them to appropriate assistance.
- Assigned Student Advising: Full-time (10 and 12 month) faculty members are assigned specific nursing students by the Director of Nursing.
- Advising Meetings: Faculty advisors and student advisees are expected to meet at least once each semester to assess the student's progress in the nursing program and create tailored plans for progressing through the nursing curriculum.
- Additional Meetings: Faculty advisors may schedule additional meetings with their assigned students throughout the semester based on student needs.

2. Appointment Scheduling:

- Office Hours: Faculty advisors' office hours are detailed in course syllabi, office doors, and the Canvas learning management system.
- Appointment Arrangements: Students have the option to arrange appointments with their faculty advisors during scheduled office hours. If these hours are not feasible, alternative arrangements are made between the advisor and student.
- Documentation: A summary of each advising meeting is documented by the faculty advisor and maintained in the student's file within the Department of Nursing locked and password-protected SharePoint file system.

H. APPOINTMENT, PROMOTION, AND TENURE

Follow the University guideline; see St. Mary's Faculty Handbook:

- Section 3.9 for Promotion in Rank: Tenure-line Faculty
- Section 3.1 for Promotion in Rank: Non-Tenure line Faculty

1. Teaching Expectations and Assignments

St. Mary's University and the nursing program faculty acknowledges the fact that faculty services to students and to the institution cannot be captured fully by a formal accounting system. The contractual core of the nursing faculty workload will be assigned 12 teaching credit hours each semester which is consistent with St. Mary's University undergraduate and graduate faculty as noted in the St. Mary's University Faculty Handbook Section 3.6.

Faculty are expected to provide leadership in all aspects of the course implementation to meet student/course/department need as appropriate and identify potentially needed curriculum changes based upon course experiences. Expectations for the teaching role includes, but not limited to, continuous quality improvement of all courses to which assigned, such as implementing innovative teaching methods, maintaining current course and clinical materials, utilizing evidence-based practice, and communication and collaboration with other faculty who hold teaching assignments within the same course or within the same level. Faculty teaching in courses that have both clinical and classroom components are expected to coordinate the classroom and clinical implementation of the courses. Faculty are expected to maintain necessary and appropriate credentials to meet teaching expectations for the appointment category and for teaching assignments.

2. Faculty Expertise/Scholarship Expectations

The DoN faculty believe in maintaining a high standard of clinical and teaching expertise. To demonstrate ongoing competence and meet the minimum TBON requirement (Texas Administrative Code Rule §216.3, all full-time nursing faculty are required to show evidence of completing twenty (20) contact hours of continuing education in the nurse's area of practice within the licensing period. These contact hours shall be obtained by participation in programs approved by a credentialing agency or provider recognized by the TBON. Continuing education should be related to clinical, theoretical, teaching and/or other scholarly responsibilities. Evidence of continuing education will be maintained as part of the individual faculty member's file and in an aggregate database in the nursing office.

In order to explain more fully the range of scholarship activities within nursing, faculty have adopted the AACN (2018) definition, as stated in the March 26, 2018 Position Statement, which defines scholarship in nursing as "the generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform health care (pg. 2)." Building on the work of Boyer (1999), AACN recognized, and faculty concur, that knowledge in the discipline is

furthered through a variety of approaches, and is not limited to generation through traditional research. The four standards used by AACN to help describe scholarship are discovery, teaching, practice (application), and integration. Additionally, St. Mary's University adds the scholarship of engagement. This is fully congruent with St. Mary's University Faculty Handbook Section 3.8.1.4.1.

Minimum expectations for tenure and promotion from Assistant Professor to Associate Professor

- One peer-reviewed publication in any area of Scholarship
- One external grant application to support scholarly activities
- One presentation at a national conference or meeting
- Evidence of scholarly activity on an ongoing, sustained basis
- Involving undergraduates in scholarly activity is highly valued

Minimum expectations for promotion from Associate Professor to Professor

- Two peer-reviewed publications in any area of Scholarship
- One external grant application to support scholarly activities
- One presentation at a national conference or meeting
- Evidence of scholarly activity on an ongoing, sustained basis
- Involving undergraduates in scholarly activity is highly valued

Examples of scholarship within each of these standards (AACN, 2018) are included below as a guide for nursing faculty in developing and implementing scholarship activities as part of their Professional Development Plans. Activities include but are not limited to:

- a. *Discovery*: where new and unique knowledge is generated from primary empirical research, analysis of large data sets, theory development and testing, methodological studies including implementation science, health services research, and philosophical inquiry and analysis
 - Peer-reviewed publications of research and theory
 - Presentations and/or publications related to research, theory or philosophy
 - Secures competitive extramural funding to investigate phenomena that expand the core of nursing knowledge
 - Mentorship of junior colleagues in research or scholarship (such as participation as a faculty mentor for students presenting in the undergraduate research symposium or service as a preceptor for a graduate nursing student)
 - Serves as a regional, national, or international research expert in leadership positions

- Provides expert reviews for journals or textbooks
- b. *Teaching*: develop, evaluate, and improve nursing curricula, student learning, and teaching methodologies.
- Presentations and/or peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories
 - Contribution to accreditation or other comprehensive program reports
 - Successful applications of technology to teaching and learning
 - Incorporates and evaluates the use of instructional technology in nursing education
 - State, regional, national, or international recognition as a master teacher or certification in a teaching specialty area
 - Accreditation or other comprehensive program reports
 - Design of outcome studies or evaluation/assessment programs
 - Contribution to published textbooks or other learning aids
 - Develops new teaching methods and strategies to prepare graduates for a transformed healthcare system
 - Grant awards in support of teaching and learning
- c. *Practice (Application)*: interprets, draws together, and brings new insight to original research to shorten the theory practice gap
- Attendance of conferences related to specialty
 - Presentations or peer-reviewed publications related to practice, or state, regional, national, or international recognition as a master practitioner
 - Certification in practice or specialty area
 - Grant awards in support of practice
 - Disseminates policy papers through peer-reviewed media
 - Professional certifications, degrees, and other specialty credentials
 - Influences policy through leadership activities at the local, national, and international levels and participates in policy think tanks
 - Clinical demonstration projects
 - Continuing education and/or continued work experience related to specialty
 - Consultation reports

d. *Integration*: development and fostering of relationships between nursing and other disciplines to create and combine knowledge to answer questions and address problems across disciplines and is essential to advance the professional practice of nursing and improve health outcomes

- Peer-reviewed publications or presentations of integrative reviews of the literature
- Promoting formation of research programs in partnership with academic medicine, health systems, and other professional schools
- Interdisciplinary programs or service projects
- Interdisciplinary grant awards
- Participation in education/practice focus groups and professional nursing organizations
- Policy papers designed to influence organizations or governments
- Implementing quality and safety interventions across care settings and into the community

For more detail, please see Defining Scholarship for Academic Nursing Task Force Consensus Position Statement (aacnnursing.org)

e. *Engagement*: connects above dimensions of scholarship to the understanding and direct application of knowledge to solving pressing social, civic, and ethical problems

- Community-based research
- Public scholarship
- Service-learning
- Direct service
- Civic action and participation

3. Service Expectations

Per the St. Mary's University Faculty Handbook Section 3.8.1.3, faculty are expected to provide service to both the University and the community. Some examples of service include but not limited to

- Participation in University, School, or Departmental decision-making and curriculum development processes;
- Service on University, School, or Department committees;
- Participation in University governance, such as the Faculty Senate;
- Service as an Associate Dean, Assistant Dean, Department Chair, or Director or Coordinator of a Program;

- Representation of the University before local, regional, national, or international bodies and organizations;
- Participation in professional organizations, including, in particular, service as an officer, committee member, or speaker;
- Public service relating to one's area of expertise, including, but not limited to, testimony before public hearings.

I. CURRICULUM

1. Curriculum Structure

Please refer to the student handbook to access content such as organizing framework and program of study. Detailed information, such as general education requirements, is located in the student handbook.

- Nursing faculty are expected to post course syllabi at least 1 week before course start date.
- All course syllabi must be submitted to [Upload Center\(sharepoint.com\)](#).

2. Course Syllabus Template [Appendix G](#)

J. POLICIES AND PROCEDURES

1. Academic Progression

Progression and continuance in the Nursing Program is based upon academic performance and successful achievement of nursing prerequisites, health requirements, and adherence to St. Mary's University policies in the current University Catalog and DoN policies as stated in the current Student Handbook. The faculty of the DoN has the right and the responsibility for judging and evaluating the quality of the student's achievement, both in the mastery of the theoretical content and in clinical competence. Please refer to the Student Handbook for complete details on the Academic Progression Policy.

2. Academic Grievance Procedure: Refer to the Student Handbook

3. Health Maintenance

Students must adhere to the health policies or other policies of St. Mary's University and the DoN or they will not be able to progress in the nursing program.

Refer to the Student Health Requirements Policy in the Student Handbook

4. Ratio of Laboratory and Clinical Hours to Credit Hours

a. Definition of Terms

- Credit hour – one semester credit hour is equal to fifty (50) minutes of classroom instruction per week.
- Clinical, Simulation, and Laboratory Credit Hour – unit of time which is used for the application of theoretical content and includes laboratory experiences, clinical, and off-campus. It does not include travel time to or from such experiences.

Clinical instruction will start in the skills lab for practicing of nursing skills and the simulation center for simulation-based experiences. Each hour the student is in simulation counts for one hour of clinical time. As the student progresses through the curriculum, there shall be more clinical experiences within partnering agencies and less in an on-campus simulation and laboratory environment. Because of the importance of the clinical, simulation and lab experiences to the curriculum, the DoN allocates one credit hour to every three 50-minute clinical/lab hours, which is equivalent to a 1:3 ratio of credit to clinical hours. For example, a course with two (2) credit hours of clinical/lab component has 90 clock hours of clinical/simulation/lab over the course semester.

**The fall and spring terms at St. Mary's University are 15 weeks plus the final exam week.*

5. Testing Policy

Purpose: This policy outlines the student evaluation methods and procedures for nursing courses within our program. These methods ensure fair and effective assessment of student learning while aligning with program curriculum, objectives, and learning outcomes.

K. EXAMINATIONS

1. Frequency of Exams:

- Each sixteen-week clinical course will include a total of four exams.
- Each eight-week clinical course will include three exams.
- Courses without a clinical/lab component do not require an exam, except NU 2301 Pathophysiology and NU 2302 Pharmacology for Nursing Practice.

2. Cumulative Exams:

- Approximately 20% of questions on all final exams will be cumulative, reflecting previously covered material in the course.

3. Examination Development:

- Nursing exams will align with the program's curriculum, course objectives, and learning outcomes.
 - Faculty members are responsible for developing or selecting test items that accurately reflect the course material and adheres to established learning objectives.
 - All multiple-choice exams will be written with 4 options.
 - Select all that apply, next Gen type questions, and short answer questions may be added at faculty discretion.
- a. Partial credit may be given for these item types
- A test blueprint will be created for each exam during development using the following template.
- a. Difficulty level and item discrimination information in entered after the examination during test analysis.

Question	Course Content	Step in the Nursing Process	NCLEX® Category	Cognitive Level	Difficulty Level	Item Discrimination
1						
2						
3						

4. Test Administration:

- All faculty written exams will be administered via Canvas system.
- Test dates and times will be communicated to students well in advance.
- Students will need to use their own laptops that are compatible for lockdown browsers.
- Any changes to the testing schedule will be announced with sufficient notice.

- Testing environments will be organized to minimize distractions, ensuring fairness for all students.
- All mobile phones and other smart devices will be placed in the front of the classroom.
- Seating assignments may be used at the discretion of faculty.
- o All students will be assigned to seats if used.

5. Test Item Analysis

- The following criteria will be considered to determine the validity and reliability following each exam:
 - KR-20: Aim for a score of 0.65 or higher.
 - Level of achievement on mastery items: Aim to achieve 100%. Mastery level items are determined during exam development
 - Difficulty level: Aim for a 50% success rate on non-mastery items.
 - o Items scoring below 50% will be reviewed
- a. Offer credit for multiple options if it is determined other options are truly correct
 - o Nullify questions by giving credit for all options
 - Discrimination level:
 - o 0.30 and above: Considered excellent items
 - o 0.20-0.29: Classified as good items
 - o 0.15 – 0.19: Deemed acceptable items
 - o 0.10 – 0.14: Considered marginal items
 - o 0.09 and below: Identified as poor items (must be reviewed and revised for subsequent tests)

Written Assignments

- Rubrics will be used for all written assignments to assess components and allocate points accordingly.
- Rubrics will be provided to students along with written assignment guidelines to ensure transparency and clear grading criteria as an appendix to the syllabus or in the Canvas system.
- Interrater reliability will be assessed upon the implementation of a new rubric.

L. CLINICAL FACULTY POLICIES

The Department of Nursing at St. Mary's University recognizes the significance of clinical experiences in nursing education. This policy outlines the expectations, responsibilities, and

procedures related clinical faculty during clinical education.

Clinical Experience Importance: The curriculum is designed to offer students diverse clinical opportunities that progressively increase in intensity, acuity, and time commitment. While full attendance by students is expected, situations may arise necessitating student absence. For specific guidelines on student absences, please refer to the Excused Absence Policy and the Clinical/Preceptorship Policy in the St. Mary's Student Handbook.

1. Clinical Faculty Collaboration and Preparation:

- All clinical instruction is a faculty-led experience whereby faculty provide the supervision of students in clinical for all clinical skills students are permitted complete
- Faculty should aim for three students to perform medication administration per clinical, if allowed by the site, by rotating students each week. Students not assigned to medication administration may observe if permitted by the patient and the student.
- Faculty should aim for each student to administer medications two to three times during a clinical course.
- Exceptions to this policy is NU 4404 Clinical Immersion which is a preceptor-led clinical experience.
- Collaboration: Clinical Faculty will engage in collaborative discussions with clinical site managers at least one week before to the commencement of clinical experiences. They will provide the course syllabus, course objectives, and the Clinical Evaluation Tool (CET) containing course-specific clinical competencies.
- Attendance: Clinical Faculty must meet with the clinical unit manager at least 1 week before the start of clinical and be present for all scheduled clinical days. Clinical faculty will arrive on the unit at least 30 minutes before students to create patient assignments. The clinical day starts with a preconference and concludes with a post-conference.
- Illness: in case of faculty illness, clinical faculty will promptly notify the clinical group, clinical site, and the Director of Nursing. Clinical faculty will assign students a clinical make-up assignment with a due date determined by the faculty.

2. Student Evaluation and Grading:

- Weekly Evaluation: Clinical Faculty will assess student clinical performance on a weekly basis.
- Midterm and Final Evaluation: Clinical Faculty will complete and review the CET with students at midterm and final. More frequent reviews may occur if a student faces challenges.

- Grading Scale: Grading on the CET will be on a satisfactory (S), emerging (E), and unsatisfactory (U) scale, including “+” and “-” (e.g., S+, S-).
- Unsatisfactory Performance: Faculty must complete a Professional Behavior Contract in collaboration with students who have an unsatisfactory performance at midterm. The contract must outline the goals required to achieve a satisfactory performance level by the final evaluation.
- Pass/Fail: Students must attain a satisfactory (including S-) level of performance in the final clinical evaluation for successful completion of clinical. Clinical is graded on a pass/fail basis. If a student fails clinical, they fail the course regardless of didactic performance.

3. *NU 4404 Clinical Immersion Additional Requirements for Faculty:*

- Faculty Responsibilities: Faculty teaching NU 4404 Clinical Immersion will collect department developed written agreements from clinical preceptors, define their roles, and provide written clinical objectives.
- Faculty Availability: Faculty will remain accessible to students and preceptors during clinical learning experiences, ensuring effective support and guidance.
- Monitoring and Evaluation: Faculty will engage in periodic meetings with preceptors and students to evaluate and monitor learning experiences.

4. *Evaluation and Documentation:*

- End of Clinical Evaluation Surveys: All students and faculty will complete an end-of-clinical site evaluation survey on the last day of clinical.
- Submission of Documents: Completed CETs and clinical site evaluation surveys will be submitted to the Senior Administrative Assistant within one week of the last clinical day.
- Secure Storage: All documents will be stored securely in a locked file cabinet within the Department of Nursing office.

5. *Affiliation Agreements:*

- Execution of Agreements: The Department of Nursing will establish formal affiliation agreements with clinical agencies before student placement in clinical sites. These agreements define the roles, responsibilities, and expectations of both parties.
- Annual Review: The Director of Nursing, in collaboration with the Senior Administrative Coordinator, will conduct an annual review of existing affiliation agreements along with the results of the clinical evaluation site surveys. This review ensures that the agreements remain

current, relevant, and aligned with the needs of both parties.

6. *Agreement Components:*

- **Signatory Requirements:** The affiliation agreement must bear the signatures of a representative from the clinical facility and either the President of the University, the Provost of the University, or the Director of Nursing.
- **Commitment to Compliance:** The agreement reflects a commitment by both parties to adhere to the terms, conditions, and policies stipulated within the agreement. Compliance with policies of the clinical agency and the University is essential.

7. *Responsibilities:*

- **Faculty and Student Adherence:** Faculty members and students are collectively responsible for adhering to the terms and conditions outlined in the affiliation agreement. This includes respecting the policies and guidelines of the clinical agency.
- **Compliance with Policies:** Faculty members and students must align their actions with the policies of the clinical agency and the University. Adherence to professional, ethical, and behavioral expectations is paramount.
- **Health Requirements:** Faculty members are responsible for maintaining their own health requirements as outlined by the Department of Nursing. Compliance ensures safe and effective interaction within the clinical environment.

M. INCIDENT REPORT

1. Student Incident Report Policy

During a clinical experience, if a student becomes ill or injured, a DoN Incident Report form will be completed. This form may also be used to document unusual events that occur in campus classrooms or laboratories. All occurrences should be documented. The DoN Incident Report form makes it possible to recall the nature of the incident, action taken, witnesses, and the follow-up.

If possible, the form should be completed by the student with the assistance of the clinical instructor. This form should be completed within **three business days** after the incident occurred. The completed form should then be submitted to the Director of Nursing. After review, the original form will be placed in the incident report file and a copy in the student's file in the

DoN office unless additional action is determined to be necessary.

If the event occurs during a clinical experience, it may be necessary to complete the agency/hospital's incident report per the agency/hospital's policy.

If a student becomes ill or injured while on campus and requires medical attention, Campus Police should be notified by calling extension 1911 for incident management.

2. St. Mary's University Employee Injury Report

How to Report a Work-Related Injury, Accident, or Illness

- All work-related injuries, accidents, or illnesses must be reported to your supervisor even if medical treatment is not desired or needed.
- Contact University Police at extension 1911 immediately. Provide name, describe nature and severity of the medical problem, and campus location.
- University Police will contact 911 if necessary.
- Report any of the following to the Director of Nursing
 - Accidents/incidents with injury/illness of any magnitude (including first aid related cases);
 - Accidents/incidents resulting in property or equipment damage of any magnitude; and
 - Any near miss incidents that could potentially have resulted in injury/illness or property damage.

Refer to Medical Emergencies and First Aid Policy at <https://www.stmarytx.edu/policies/university-police/medical-emergencies-and-first-aid/> for more details and the Accident Prevention Plan Policy <https://www.stmarytx.edu/policies/administration/accident-prevention-plan/> for the required documentation of work-related injuries.

N. ST. MARY'S UNIVERSITY EMPLOYEE INJURY REPORT

This policy outlines the procedures for conducting peer reviews of registered professional nurses who are faculty members at St. Mary's University Department of Nursing. The peer review process adheres to the TBON §217.19, which mandates nursing peer review for certain reporting purposes. The policy aims to ensure safe, quality patient care and compliance with relevant regulations in keeping with NPR Law and the TBON.

1. Scope:

This policy applies any complaints concerning the practice of any registered professional nurse contracted by St. Mary's University (StMU) Department of Nursing. As defined by TOC §303.001 (NPR Law) as “the evaluation of nursing services, the qualifications of a nurse, the quality of patient care rendered by a nurse, the merits of a complaint concerning a nurse or nursing care, and a determination or recommendation regarding a complaint. The term also includes the provision of information, advice, and assistance to nurses and other persons relating to the rights and obligations of and protections for nurses who raise care concerns, report under Chapter 301, request nursing peer review, and the resolution of workplace and practice questions relating to nursing and patient care. The nursing peer review process is one of fact finding, analysis and study of events by nurses in a climate of collegial problem solving focused on obtaining all relevant (TBON, 2023; p. 128)

2. Peer Review Chairperson:

A fulltime nursing faculty will be appointed as chairperson to the ad hoc Department of Nursing Peer Review Ad Hoc committee. This appointment will be for a 3-year term. The Chairperson will be the point-of-contact for any good faith report. Conduct subject to reporting requiring a review includes:

- a. violate the NPA or a board rule and contributes to the death or serious injury of a patient;
- b. causes a person to suspect that the nurse's practice is impaired by chemical dependency or drug or alcohol abuse;
- c. constitutes abuse, exploitation, fraud, or a violation of professional boundaries; or
- d. indicates that the nurse lacks knowledge, skill, judgment, or conscientiousness to such an extent that the nurse's continued practice of nursing could reasonably be expected to pose a risk of harm to a patient or another person, regardless of whether the conduct consists of a single incident or a pattern of behavior as defined by Sec. 301.401.

3. Ad Hoc Peer Review Committee:

The Department of Nursing's Peer Review Committee oversees the peer review process. The Peer Review Committee at St. Mary's University will consist of three nurse members with expertise in various nursing practice areas. Members can be full-time or part-time faculty. All members have voting rights. The Ad Hoc Nursing Peer Review Committee will be responsible for reviewing evidence to determine the extent to which any deficiency in care by the nurse faculty was the result of deficiencies in judgment, knowledge, training, or skill rather than other factors beyond the nurse faculty's control. The Committee is also responsible for any required written

reports as identified in §217.19(i).

4. Peer Review Process:

- a. A written complaint is submitted to the StMU Director of Nursing using the Notice of Complaint Form.
- b. The Director of Nursing will notify the Chair of the Ad Hoc Peer Review Committee about the complaint.
- c. The Ad Hoc Peer Review Committee Chair makes a call for faculty volunteer committee members immediately after notification by the Director. If no faculty volunteer for the committee, the Director of Nursing will appoint members. If the nurse under review practices in a specialty area, a nurse expert in that specialty area will be appointed to the Committee.
- d. The Chair will convene the Committee within 5 working days.
- e. The Chair coordinates the peer review process by following the minimum due process under TOC §303.002(e) (NPR Law) and the review will proceed as listed in §217.19(d) Minimum Due Process. Exclusions to the Minimum Due Process are listed in §217.19(f).
- f. The Chair maintains records, follows procedural guidelines, and ensures committee compliance.
- g. All Committee proceedings will follow the confidentiality rules listed in §217.19(h).
- h. The Committee must complete the evaluation with a decision within 14 calendar days from the date of the peer review hearing.
- i. The Committee must notify the nurse under review the decision of the Committee in writing within 10 calendar days.
- j. The nurse under review is given the opportunity to write a rebuttal to the Committee's findings within 10 calendar days. This document will become a part of the peer review records.

5. Right to Representation:

Attorneys are permitted for representation for both the nurse under review and the Nursing Department with at least a 7-calendar day notice prior to the hearing to the other party. In lieu of an attorney, the nurse may opt for a nurse peer for representation and must provide at least 7 calendar day notice prior to the hearing. Rules regarding representation set forth in the TBON §217.19(d)(5) will be followed.

6. Faculty Role in Chemical Impairment Issues

Refer to Alcohol and Other Drugs Policy at [Alcohol and Other Drugs Policy - Policy Library \(stmarytx.edu\)](http://stmarytx.edu)

St. Mary's University is committed to preventing alcohol abuse and controlled substance use within our university community. Alcohol abuse and controlled substance drug use disrupts the special environment of personal growth that St. Mary's seeks to foster. As such, every member of the St. Mary's University community must help prevent alcohol abuse and controlled substance drug use from negatively affecting our learning environment. St. Mary's University prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on University property or as part of any University-sponsored activity. This includes attending classes, clinical, other nursing program activities while under the influence of any of these substances. Students enrolled in the DoN are held accountable to the St. Mary's Alcohol and Drugs Policy. Faculty and nursing students are expected to adhere to these expectations and must be free of chemical impairment during participation in nursing program activities. Any observed behavior of a student or faculty member that is suspect for chemical impairment is required to be reported to the Director of Nursing for further investigation.

A faculty member or student who exhibits signs/behaviors of chemical impairment will be dismissed for the day. If there is suspicion of chemical impairment of a faculty member or student in the clinical area, that person will be escorted to that agency's health office or emergency department according to that facility's policy. Additionally, the faculty member or student will not be permitted to drive him/herself and must arrange for alternate transportation back to the home/campus at the faculty/student's expense. If the faculty/student refuses to arrange alternative transportation, the Nursing Department will follow the policy of the University/agency which may include notification of the security department.

PLEASE NOTE: The Nursing Peer Review process will be suspended for any Incident-Based Nursing Peer Review of a nurse's impaired practice/lack of fitness due to chemical dependency, drug, or alcohol abuse/misuse, mental illness, or diminished mental capacity. The nurse shall be reported to the Board or to a Board-approved peer assistance program in accordance with TOC §301.410 and TBON §217.19(g).

7. Civility Policy

In a university learning community critical thinking and diverging opinions are embraced to the extent that they are expressed with civility and respect. It is expected that issues and conflicts are addressed promptly and openly using respectful dialogue and proper channels of

communication.

St. Mary's University professes values of service, peace, justice, and integrity of creation. In that spirit, it is the expectation that all faculty, staff, and students in the DoN will choose civility.

The DoN will not tolerate demeaning, intimidating, threatening, or rude behavior as these expressions weaken the learning community. Violations should be reported using proper University Channels of communication.

8. Social Media Policy

Faculty are not to engage students in any personal social media sites. Communication between students and faculty regarding relevant course information should be conducted using professional teacher-student applications. Faculty will only communicate with students using stmarytx.edu email.

Refer to Using Social Media at Work Policy at [Using Social Media at Work - Policy Library \(stmarytx.edu\)](https://stmarytx.edu/policy-library/using-social-media-at-work-policy) for further details.

9. Standardized Comprehensive Assessment

The DoN BSN Program utilizes Standardized Testing throughout the curriculum to prepare students to take the NCLEX-RN assessment. The products utilized throughout the professional phase of the nursing program consist of Practice Assessments, Specialty Assessments, Comprehensive Exit Assessments and Adaptive Testing.

The DoN will utilize the Lippincott Ready for NCLEX

<https://www.wolterskluwer.com/en/solutions/lippincott-nursing-faculty/lippincott-ready-for-nclex>.

a. Faculty Responsibilities

The BSN Program utilizes Standardized Testing throughout the curriculum to familiarize students with computerized testing which is similar format to the NCLEX-RN. Additionally, these exams will help identify students' strengths and weaknesses for early remediation and for program evaluation. This is in accordance with TBON SB 1429 (88(R) SB 1429 - Enrolled version - Bill Text (texas.gov)

O. SKILLS LAB AND SIMULATION

Simulation replicates some or nearly all of the essential aspects of a clinical situation so that the student can practice in a safe environment prior to participation in clinical experiences.

Simulation activities can range from basic skill acquisition to participating in complex simulated patient scenarios. Simulating real-life situations are conducive for developing clinical reasoning and clinical judgement skills, which will increase the probability of transference to the clinical practice areas.

Simulation also enhances the theoretical component of the courses by providing opportunities for the application of theory content to case scenario exercises.

1. General Information:

- Each clinical course will have about 25% of clinical time substituted with simulation except the NU 4404 Clinical Immersion.
- Clinical simulation will use a 1:1 ratio in keeping with TBON 3.8.6.a Education Guideline (2020) where one hour of simulation is equal to one hour of clinical.
- Simulation labs for usage include 4 simulation rooms, a 7-bed skills lab, and a simulated apartment. All areas are fully equipped to practice all clinical skills and conduct simulations.
- Skill demonstration equipment and supplies for faculty use are housed in the storage area.
- Faculty are to request supplies and equipment for lab skills through the Simulation/Skills Lab Coordinator.
- Student Nurse Pack contents are reviewed annually for appropriate and adequate skill supplies, including medication administration.
- Faculty orientation to the Simulation/Skills lab equipment and supplies is conducted by the Simulation/Skills Lab Coordinator.
- Lab Coats will be worn by Faculty conducting simulation or skills lab activities.

Simulated case scenarios relevant to the theoretical content are scheduled per course teaching/learning activities. Faculty participating in simulations will take the lead in the development and implementation of the experiences in coordination with the Simulation/Skills Lab Coordinator.

The Healthcare Simulation Standards of Best PracticeTM provide the framework for the

implementation of simulation activities in the courses.

- Abbreviated Guidelines for Implementation of Essential Criteria for Developing Simulations
(Adapted from [HEALTHCARE SIMULATION STANDARDS OF BEST PRACTICE™](#))

2. Professional Development

(Refer to Healthcare Simulation Standards of Best Practice™ - Professional Development)

As the practice of simulation-based education grows, professional development allows the Simulationist to stay current with new knowledge and provide high-quality simulation experiences. The Simulationist can fulfill a variety of roles and be asked to be a facilitator, educator, researcher, administrator or operations specialist, or some combination. The Simulationist should:

- Participate in professional development activities.
- Contribute to the body of knowledge in simulation.
- Integrate standards from professional organizations (Healthcare Simulation Standards of Best Practice, CHSE Standards, SSH Standards, APSE Standards, ASPIH Standard, NOPF, Healthcare Simulation Dictionary).
- Pursue professional certification through simulation organizations.
- Participate in formal education programs in healthcare simulations.

3. Simulation Design

(Refer to Healthcare Simulation Standards of Best Practice™-Simulation Design)

Perform a needs assessment to provide the foundational evidence for the simulation. Create the simulation-based experience to enhance the classroom and/or clinical component. Correlate the simulation to the NCLEX-RN Test Plan, AACN Essentials and QSEN.

a. Construct measurable objectives.

- Develop broad objectives to reflect the purpose of the simulation using Bloom's Taxonomy of verbs to provide structure and communicate the KSAs to the participants. These objectives are disclosed to the participant.
- Develop specific measurable objectives to reflect participant performance measures. Participant performance measures or critical action checklists should not be disclosed to the participant.

. Design a scenario or case to provide the context for the simulation-based experience.

- Refer to Healthcare Simulation Standards of Best Practice™: Simulation Design.
- Select the appropriate modality or platform for the experience, i.e., simulated clinical experience, virtual reality, computer-assisted simulation, standardized patients etc.
- Simulation Design templates: Simulations and Simulation-Enhanced. Interprofessional Education activities. (NLN Simulation template and NLN IPE Simulation Template).
- Design should include the situation and background story, clinical progression and cues, time frames, script and identification of critical actions/performance measures that are required to achieve evaluate the achievement of scenario objectives.
- The NLN scenarios that are utilized have the major components of the simulation design built in.
- Use various types of fidelity to create the required perception of realism.
- Refer Healthcare Simulation Standards of Best Practice™: Simulation Design.
- Physical (environmental) Fidelity: how the physical context of the simulation-based activity replicates the actual environment in which the situation would occur in real life. Includes: patients, simulators/manikin, standardized patients, environment, equipment, actors, moulage and props.
- Conceptual Fidelity: all elements of the scenario relate to each other in a realistic way so that the case makes sense as a whole.
- Psychological Fidelity: mimicking the contextual elements found in clinical environments, i.e., active voice for the patient, realistic conversation, noise and lighting, distractions, family members, time pressure, competing priorities.
- Pilot test the simulation-based experience before full implementation.

4. Facilitation

(Refer to Healthcare Simulation Standards of Best Practice™ Facilitation)

- Maintain a facilitative approach that is participant-centered and driven by the objectives, participant's knowledge or level of experience, and the expected outcomes.
- Faculty facilitation methods before the simulation.

(Refer to Healthcare Simulation Standards of Best Practice™ Prebriefing: Preparation and Briefing)

- Preparatory activities and/or assignments to promote ability of the participants to meet the objectives.
- Conduct a pre-briefing to set the stage for the experience by
- Identifying participants' roles and expectations and the role of the facilitator.

- Include dress code policy.
- Review the objectives for the simulation, but not the key performance identifiers.
- Incorporate an orientation to the space, equipment, simulator, method of evaluation, roles, time allotment, objectives, patient situation and limitations.
- Incorporate activities that establish integrity, trust and respect, ground rules and contracts.
- Faculty facilitation methods during the simulation
 - Delivery of cues (predetermined or unplanned)
 - Use of teaching/learning tools or methods.
 - Roles of participants.
 - SBAR.
 - TeamSTEPPS.
 - HandsOff reporting.
- Faculty facilitation methods after the simulation.
 - Debriefing using the PEARLS method (Refer to Healthcare Simulation Standards of Best Practice™ The Debriefing Process)
 - Evaluation of simulation experience, facilitators, participants.

5. *Professional Integrity*

(Refer to Healthcare Simulation Standards of Best Practice™ Professional Integrity)

- Faculty Dress: Professional dress; scrubs, or Lab Coat.
- Student Dress: Nursing Uniform with lab coat.
- Code of conduct, confidentiality, expectations (refer to Student Handbook).

6. *Evaluation of Learning and Performance*

(Refer to Healthcare Simulation Standards of Best Practice™ Evaluation of Learning and Performance)

- Include an evaluation of the participant(s), facilitator(s), the simulation-based experience, the facility, and the support team.
- Participant Evaluation.
- Facilitator Evaluation.
- Simulation-Based Experience Evaluation – SET-M (Simulation Effectiveness Tool – Modified).

7. *Simulation-Enhance Interprofessional Education*

(Refer to Healthcare Simulation Standards of Best Practice™ Simulation-Enhanced

Interprofessional Education (nursingsimulation.org)

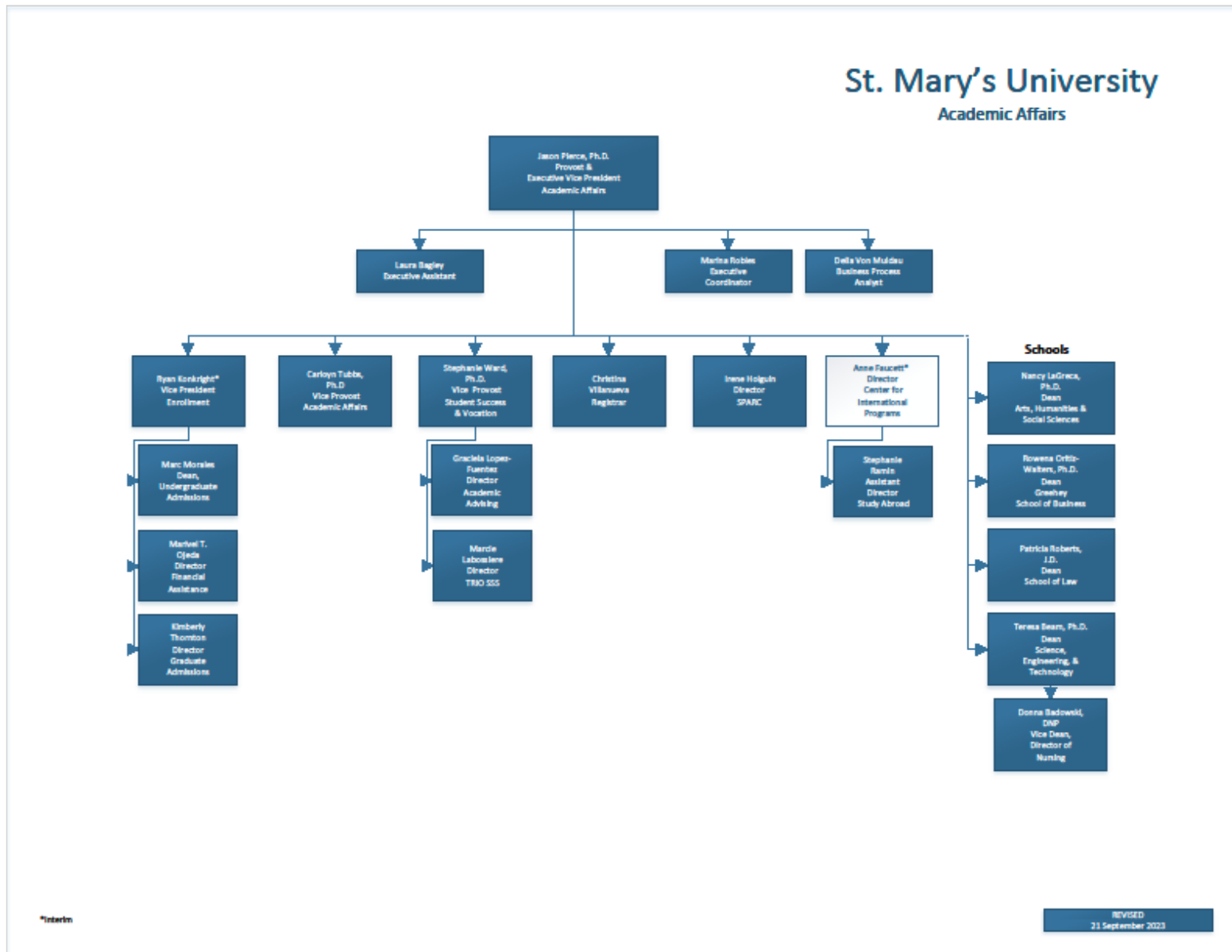
- Utilize a simulation design template.
- Follow all of the above INASCL Standards and implementation features.

P. UNIVERSITY NONDISCRIMINATION AND NO HARASSMENT POLICY

Equal Opportunity, Nondiscrimination, Sexual and Other Forms of Harassment - Policy Library
(stmarytx.edu)

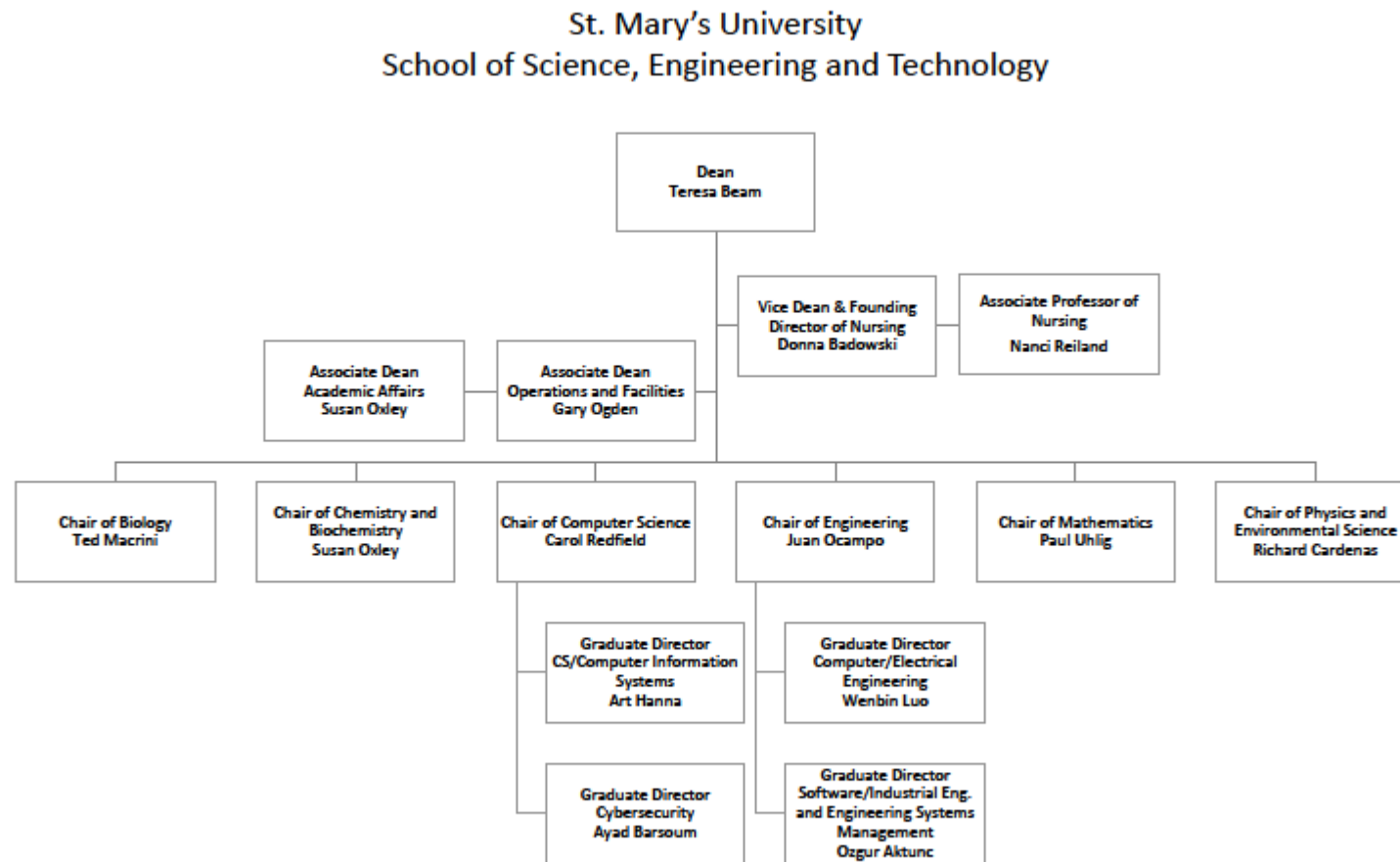
APPENDIX A

St. Mary's University Academic Affairs Organizational Chart



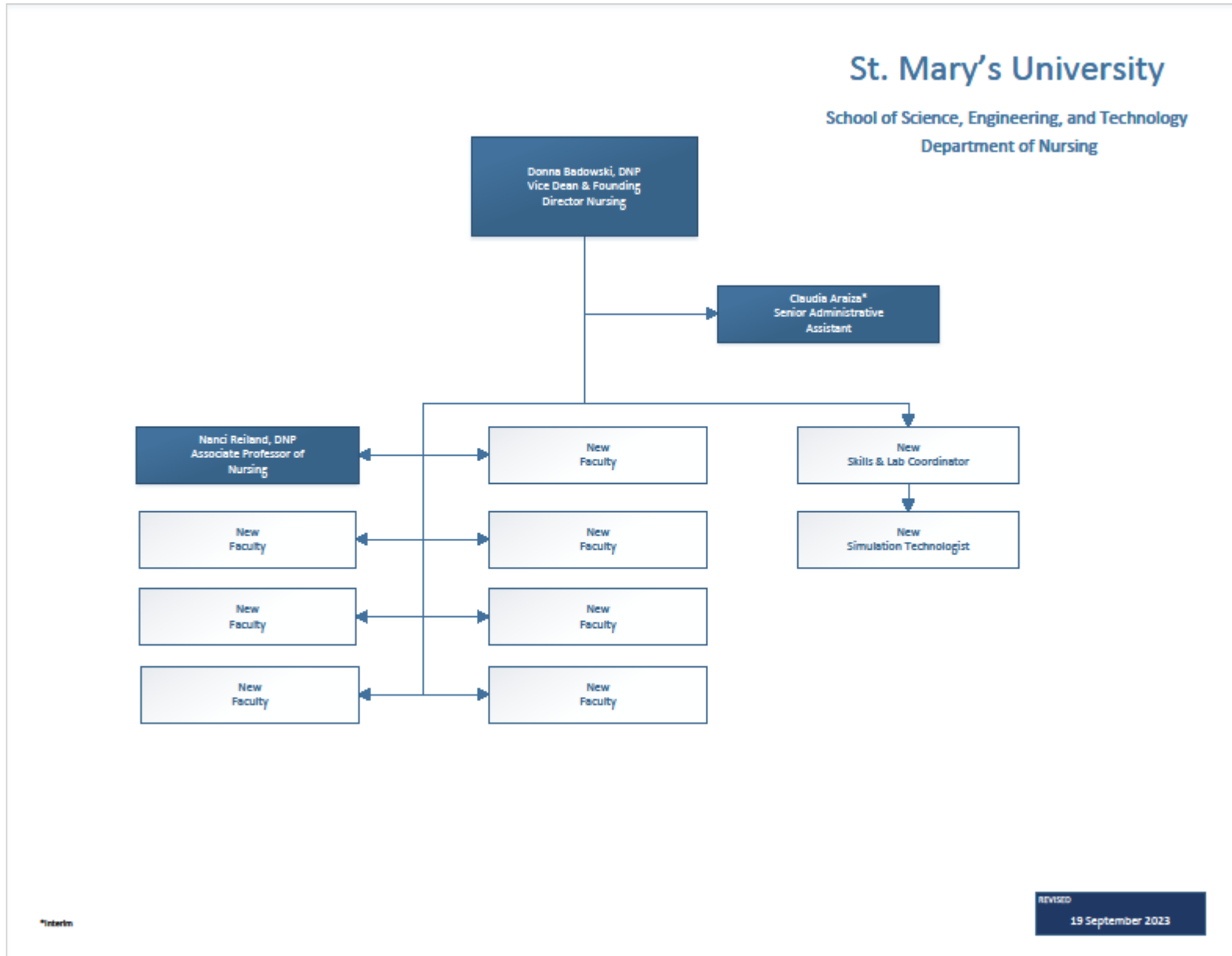
APPENDIX B

School of Science Engineering and Technology Organizational Chart



APPENDIX C

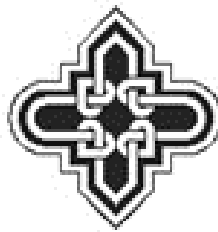
Nursing Department Organizational Chart



APPENDIX D

Handbook for BSN Preceptors

ST. MARY'S UNIVERSITY



**SCHOOL *of* SCIENCE, ENGINEERING
AND TECHNOLOGY**

DEPARTMENT OF NURSING

Orientation Handbook for BSN Preceptors

NU 4404 Clinical Immersion

I. Clinical Immersion

1. Overview of the Course

The NU 4404 Clinical Immersion course offers students the opportunity to synthesize nursing knowledge into clinical practice. The clinical experience is an essential component to nursing education where students demonstrate their learning of nursing concepts, critical thinking skills, nursing care skills, ethics, nursing informatics as well as nursing leadership under safe supervised clinical settings. St. Mary's Department of Nursing (DoN) offers the Clinical Immersion course as the final clinical course of the BSN curriculum to all senior students. It is an eight (8) week course just prior to graduation.

The focus of the immersion experience is for students to refine the provision of caring and compassionate patient-centered care. The expectation is that students will seamlessly integrate the supporting concepts of our conceptual framework within the context of providing patient-centered care (Figure 1). This course allows our students to improve their physical assessment and technical skills while increasing their organizational and prioritization skills in the management of patients.

A Precepted Clinical Immersion involves an extensive one-to-one professional relationship between a senior nursing student and a qualified registered nurse at various healthcare settings.

To assist you in your success as a clinical preceptor, we please complete the Best Practices for Preceptors. This is a free course with an option to pay \$10 for 1.5 contact hours that was developed by the Texas Association of Deans and Directors of Professional Nursing Programs (TADDPNP).

BEST PRACTICES FOR PRECEPTORS:

ENGAGING, MENTORING, AND GUIDING STUDENT NURSES IN PRACTICE ONLINE COURSE

Developed by the Texas Association of Deans and Directors of Professional Nursing Programs (TADDPNP)



Free Course with option to obtain 1.5 Nursing Contact Hours provided by the University of Texas at Tyler School of Nursing.
Fee for contact hours is \$10.00

Enroll Here:



- ➔ Click on Enroll Now
- ➔ Create an Account
- ➔ Take the Course
- ➔ Optional: Pay fee

 **UTTyler** SCHOOL OF NURSING

The University of Texas at Tyler School of Nursing is accredited as a provider of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.

Figure 1. St. Mary's Conceptual Framework



Student-centered learning model - 1:1 precepted immersion will offer extensive opportunity to demonstrate critical thinking skills, clinical decision-making, nursing skills, leadership skills, and collaboration under a direct supervision of a qualified preceptor(s).

II. Preceptor's Roles

1. Qualities and Criteria for Preceptor

- 1) *Competence in designated area of practice
- 2) At least (1) year of nursing experience in designated area of practice
- 3) *Preceptor philosophy of healthcare congruent with that of the nursing program
- 4) *Current licensure or privilege to practice as a registered nurse in the State of Texas

**In accordance with TXBON Rules and Regulations §215.10h*
https://www.bon.texas.gov/rr_current/215-10.asp.html

2. Relationship with Students and Course Faculty

- ☐ Goal directed & task oriented
- ☐ Defined expectations
- ☐ Mutual respect & trust
- ☐ Open communication Committed to collaboration
- ☐ Professional boundaries

3. Preceptor Roles

- 1) Orients the student to the clinical agency and unit, including policies and procedures specific to patient care
- 2) Serves as a role model and will provide direction, support, encouragement, and professional feedback in various clinical situations, which will assist the student in the role transition to a graduate nurse.
- 3) Fosters and supports student's critical thinking/clinical judgement to synthesize knowledge to practice and support the thinking needing for passing the NCLEX exam.
- 4) Provides supervision and guidance to facilitate meeting course objectives and the student's goals and expectations for the clinical/practicum

experience.

- 5) Collaborates with the student for ongoing feedback of the student's needs and clinical experiences.
- 6) Provides input and recommendations related to the student's performance during the practicum experience to faculty/course coordinator; however, faculty shall retain responsibility for planning and evaluating student learning and experiences when students are engaged in clinical activities with a preceptor.

4. Guidelines in Delegating to Students

- ☐ The student is not working on your license.
- ☐ The student has the right by law to practice incidental to the education process. The standard of care must be the same as that rendered by the RN because everyone has a right to expect competent nursing care, even if provided by a student as part of clinical training.
- ☐ Under the law, each person is responsible for his/her own actions.
- ☐ The RN preceptor has the responsibility to delegate appropriate nursing tasks according to the student's abilities and competency levels, and to provide adequate supervision.

5. Communication

- ☐ Communicate with the student directly and assess the student's readiness before the performance of any nursing skills and tasks.
- ☐ Communicate with student and copy the clinical faculty regarding any written formats of communication such as emails and written documents
- ☐ After talking with the student, communicate with the assigned clinical faculty. If the preceptor is unable to reach the assigned clinical faculty, please contact the course coordinator regarding any student performance and concerns. If unable to contact the course coordinator, please contact the Director of Nursing, Dr. Donna Badowski (dbadowski@stmarytx.edu).

6. Forms and Documents

- RN Preceptor Acknowledgement Form (Appendix A) - Preceptors sign and turn in to course faculty the week before the clinical experience.
- Time sheet (Appendix B)- Preceptors verify student's time sheet and sign after every shift.

- NU 4404 Clinical Evaluation Tool (Appendix C) - Preceptors collaborate with course faculty

7. Evaluation

- ☐ Course faculty complete the Clinical Evaluation Tool (Appendix C) in collaboration with the preceptor at mid-term for formative feedback and final for summative feedback. Course faculty are responsible for completing a Performance Behavior Contract if the student receives any U grade on the clinical evaluation tool at mid-term.
- ☐ Please give the student their evaluation form so they can upload it in the Canvas system for documentation. A faculty will follow-up with both the preceptor and the student.

III. Student's Roles

1. Relationship with Preceptors/Clinical adjunct faculty and Faculty Coordinator

- ☐ Strictly professional relationship to promote student learning and to mutually benefit the preceptors or clinical instructor.

2. Responsibilities

- ☐ Apply legal, ethical, and nurse practice standards to determine own practice while taking responsibilities for own actions.
- ☐ Dress professionally and behave professionally as outlined in the St. Mary's Nursing Student Handbook.
- ☐ Complete clinical facility orientation and unit orientation.
- ☐ Ensure all health requirements are completed in CastleBranch.
- ☐ Check with RN preceptor regarding clinical schedule and communicate with the course faculty in a timely manner using the designated calendar. The calendar must be updated as appropriate.
- ☐ Work collaboratively with the course faculty and clinical facility coordinator
- ☐ Notify course faculty and clinical site coordinator immediately: regarding

any clinical schedule change, and any external changes that impact the clinical schedule.

- ☐ Collaborate with preceptor or unit manager and course faculty for any internal changes that affect the clinical schedule.
- ☐ Complete all required forms (e.g., incident report as appropriate) and documents including evaluation related to clinical learning.

3. Forms and Documents

- ☐ Time sheet (Appendix B)– students will provide a daily time sheet with accurate hours of nursing activities on the unit and verify with RN preceptor to sign. Students have been instructed on how to upload this.

4. Evaluation

Students complete the Clinical Evaluation Tool (Appendix C) at mid-term and final prior to meeting with course faculty for their official evaluation.

III. Responsibilities of the Nursing Program and Assigned Course Faculty

- 1.** Ensure that there are written agreements which delineate the functions and

responsibilities of the affiliating agency, preceptor, nursing program, and student.

2. Inform the student about the clinical practice experience and objectives.
3. Provide the preceptor with an orientation to the philosophy, curriculum, course, and practice experience objectives.
4. Assume overall responsibility for teaching and evaluation of the student.
5. Assure student compliance with Health Requirements.
6. Collaborate with the preceptor to ensure appropriate oversight of the practice experience in order to monitor and evaluate the learning experience.
7. Provide contact information to the preceptor and student for consultation.
8. Receive feedback from the preceptor regarding student performance.
9. Complete midterm and final student evaluation of the practice experience in collaboration with the preceptor and student.

St. Mary's University
NU 4404 Clinical Immersion

STUDENT ACTIVITIES ON THE UNIT

Instruction: Each student will be performing supervised (direct or indirectly) patient care with their assigned preceptor

All students are required to communicate with RN preceptors or clinical instructors for any nursing care activities on the unit prior to performing including below guidelines.

A. Students will be able to perform the following skills ***independently*** upon the discretion of the RN preceptor:

- ☐ Checking orders and monitoring labs throughout the day
- ☐ Physical Assessment
- ☐ Vital signs
- ☐ A.M. or P.M care and linen changes
- ☐ Feeding
- ☐ Tube feeding monitoring
- ☐ Checking placement and residual from GI tubes like NGT, GT, or JT
- ☐ Irrigating GI tubes like NGT, GT, or JT
- ☐ Small volume enemas (e.g., Fleet's)
- ☐ Oral care and grooming
- ☐ Transfers & positioning ROM
- ☐ Turn, cough, & deep breathing
- ☐ Incentive spirometry
- ☐ Monitoring respiratory treatments
- ☐ Pulse oximetry

☐ Documentation on forms designated by each preceptor

B. Students will be able to perform the following skills ***under the supervision*** of and in coordination with the RN preceptor:

☐ Pre- and post-operative assessment and teaching Monitoring and adjusting maintenance IV flow rates

(NOTE: This does **not** include medication drips like heparin, insulin, aminophylline, etc.)

☐ Assisting with admission, transfer, and discharge

☐ Discharge teaching and client education

☐ Documentation on the appropriate forms and format (DAR or SOAPE) of clinical facility in client's hospital record and verify by RN preceptor or clinical instructor

C. The following skills must be performed under the **close supervision** of the preceptor:

☐ Oral medications

☐ Nebulizer treatments

☐ Urinary catheter insertions and removals

☐ Any dressing changes including clean dressing and sterile dressing

☐ Suture or staple removals

☐ NGT insertions and removals

☐ Chest tube monitoring

☐ Bladder irrigation

☐ Ostomy care

☐ Specimen collection

(Exceptions may include midstream, clean catch urine specimens, stool specimens, and/or sputum specimens. Please check with your individual preceptor.)

☐ **All IV Therapy and Vascular Lines**

- ✓ Central venous catheter monitoring
- ✓ Changing peripheral and central IV tubings
- ✓ Peripheral and central IV dressing changes
- ✓ Peripheral and central heparin lockflushes
- ✓ Monitoring IV partial fill infusions
- ✓ Monitoring blood product transfusion
- ✓ Monitoring TPN and PPN infusions
- ✓ Monitoring Intralipid infusions
- ✓ Monitoring heparin drips
- ✓ Monitoring insulin drips
- ✓ Monitoring vasoactive drips
- ✓ Monitoring PCA therapy
(***NOTE: RN preceptor will perform the PCA check***)
- ✓ Hanging new IV bags
- ✓ Administering blood products
- ✓ Administering parenteral nutrition (TPN, PPN, IL)
- ✓ Use and maintenance of vascular “lines” (i.e., Swan Gaz catheter, triple or quad lumen catheter, arterial line, portacath, vascath, etc.)
- ✓

☐ **All Medication Administration**

Students may administer medications via the following administration routes only after the student has researched and fully understands the implications of the medication and under close supervision by the RN preceptor.

- ✓ NG, gastric, jejunostomy tubes medications
- ✓ Peripheral and central IV partial fills
- ✓ IV push medications (with RN preceptor present)

- ✓ Intramuscular injections
- ✓ Subcutaneous injections
- ✓ Intradermal injections
- ✓ Respiratory Treatments
- ✓ Oral, nasal, tracheal, endotracheal suctioning
- ✓ Tracheostomy care

D. Students MAY NOT:

- ☐ Intubate
- ☐ Defibrillate
- ☐ Change temporary pacemaker settings
- ☐ Perform intracranial pressure (ICP) manipulation (readings are done only with RN preceptor's direction)
- ☐ Change or manipulate mechanical ventilator settings, IntraAortic Balloon Pumps (IABP), CVVHD, etc.
- ☐ Push IV drugs without RN preceptor present
- ☐ In a Code situation, the student is an observer **ONLY**. Exception is if a student needs to initiate a code by performing CPR. A student may initiate CPR, and when the code team arrives, they would step back and become an observer.

APPENDIX A

ACKNOWLEDGEMENT / ATTESTATION DOCUMENT For RN Preceptors

Instructions:

1. Course faculty are responsible for collecting this signed document the week prior to the start of NU 4404.
2. Preceptor's Nurse Manager completes Part A.
3. Precepting RN to completes Part B.

PART A: Preceptor Attestation

Completed by Preceptor's Unit Manager

Student Name (Preceptee)	
Clinical Facility (Employer)	
Unit(s)	
RN Preceptor Name (Print)	
RN Preceptor Email	
RN Preceptor Phone Number	
Highest Degree	
Number of years of Clinical Experience (Minimum 1 year experience in	
Completed a Preceptor Training Course	
Any Leadership Experience	
Any Teaching Experience	
Additional Comments	

Unit Manager Name	
-------------------	--

Unit Manager Telephone Number	
----------------------------------	--

I attest that the RN Preceptor named above has the clinical nursing experience and competence and in my assessment has the qualifications to precept senior level BSN students. (Electronic signature acceptable).

Signature of Nurse Manager: _____ Date: _____

PART B: Preceptor Acknowledgement

Completed by RN preceptor

The signing of this form is mandatory for all RN preceptors to serve as a preceptor for St. Mary's University nursing students during clinical study. I understand that I may withdraw my agreement anytime by informing in writing to St. Mary's University DoN, attention to Director of Nursing, within a reasonable time for appropriate follow-up action to advocate student learning. I have read and fully understand all information given as below,

1. I received verbal orientation and the course syllabus, preceptor and student handbooks.
2. I read and fully understand all information given including responsibilities and criteria of RN preceptor. I am aware of the point of contact/course coordinator.
3. I agree to communicate with the course faculty for any concern or issue related to the student's clinical performance.
4. I agree to verify the student's Time Sheet and write feedback/comments on the student's clinical performance evaluation if needed.
5. I agree to provide input into the student's performance evaluation.

Signature of RN Preceptor: _____ Date: _____

APPENDIX B

St. Mary's University
Department of Nursing
NUR 4404 Clinical Immersion Clinical Hour Log

TERM/YEAR	TIME SHEET
-----------	------------

Instructions: DUE: Completed by the student

Multiple sheets may be required to document hours. Please label 1, 2, 3, etc.

- Record your clinical hours daily and have preceptor sign/initial on each clinical day.
- Student clinical hours need to be synchronized with your RN preceptor or clinical instructors' schedule.
- The smallest number of minutes should be 00:15. (e.g., 07:15, 07:30, 14:45)
- Early arrival and late leaving are not included.
- Clinical hours are direct patient care hours and management of patient care hours. This includes facility/unit orientation, shift report, and interdisciplinary meetings. Please keep track each week to ensure you are on track.
- Off-unit or off-facility activities are not counted as clinical hours.
- Do NOT use white out or scratch out information on form.

******ALL HIGHLIGHTED AREAS ARE REQUIRED**

Student's Name: _____

Facility: _____ Unit: _____

Date	Time In/Out	#Hours	Skills Performed	RN Initial

Signature of Student: _____ Date: _____

Signature of Preceptor: _____ Date: _____

APPENDIX C

Clinical Evaluation Tool

Year/Semester:

Student Name:

Instructor/Preceptor Name:

A formal evaluation will be conducted summarizing the student's clinical performance and identifying strengths and areas for improvement. The core components are evaluated at mid-term and final. Course faculty complete in collaboration with the preceptor.

Course Learning Outcomes: NUR 4404 Clinical Immersion

1. Adhere to philosophical, legal, ethical standards to guide professional practice as a Registered Nurse.
2. Utilize the nursing process and clinical judgment skills incorporating the Marianist values when making safe, holistic patient-centered care decisions for patients.
3. Integrate knowledge from the humanities, natural, and applied sciences when designing safe, caring and compassionate evidence-based, holistic patient-centered care.
4. Propose advocacy strategies for a culture of safety, fair, equitable, and inclusive healthcare to improve healthcare for all adults.
5. Utilize effective therapeutic communication when caring for patients.
6. Practice effective teamwork and collaboration skills with healthcare team members caring for patients.
7. Integrate informatics and safe use healthcare technologies when caring for patients.

NU 4404 Clinical Immersion

Core Competencies	Midterm			Final	
	S Student	E Faculty	U Faculty	S Student	U Faculty
Patient-Centered Care					
Adhere to caring and compassionate behaviors.					
Adhere to behaviors that protect and promote diversity and human dignity.					
Demonstrate competency in technical skills.					
Conduct comprehensive/focused assessments while eliciting patient and family values, preferences and needs.					
Use clinical judgement skills to prioritize patient health needs.					
Develop appropriate individualized plans of care using the nursing process to alleviate stress, pain and discomfort, and achieve optimum wellness and functioning.					
Anticipate deviations from normal, of diagnostic tests and assessment data to the care of assigned patients.					
Modify nursing care plans when appropriate.					
Student Exemplar					
Teamwork and Collaboration					
Use effective verbal and written communication skills with healthcare team members.					
Use appropriate Motivational Interviewing skills with patients and their families.					
Use appropriate therapeutic communication skills with patients and families.					
Form trusting nurse-patient/family relationships.					
Communicate relevant patient information in pre and post conferences.					
Collaborate with other healthcare team members, including the patient/family for care coordination, discharge planning, and resource referrals for transitions in care.					
Use SBAR effectively during hand-off communication.					
Student Exemplar					
Evidence-Based Practice					

Use appropriate evidence-based data collection tools when conducting comprehensive health assessments.					
Integrate theory, principles of evidence- based practice, technology to support clinical reasoning and guide nursing practice.					
Integrate current literature to support nursing diagnostic reasoning and planned nursing interventions.					
Student Exemplar					
Safety					
Display leadership behaviors in the maintenance of safe quality care and infection control.					
Seek appropriate guidance when unfamiliar with assigned tasks or patient care situations.					
Adhere to principles of Just Culture in the healthcare setting.					
Student Exemplar					
Quality Improvement					
Report variances/near misses in patient care.					
Self-reflect on nursing practice and identifies ways to improve practice.					
Identify areas in the healthcare environment needing improved processes for increasing safe quality care.					
Student Exemplar					
Informatics					
Use patient care technologies safely and accurately when collecting patient assessments.					
Protect and maintain confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner					
Explain appropriate patient care technologies to promote patient engagement and self-care.					
Document nursing care completely, accurately, and timely.					
Student Exemplar					
Professionalism					
Maintain personal appearance according to the policies of St. Mary's University Nursing Program, and affiliating agencies.					
Adhere to the scope of practice as outlined in the Texas Nurse Practice Act, Code of Ethics, Standards of Practice, and policies and procedures of St. Mary's University Nursing Program, and clinical					

agencies.					
Report promptly to all scheduled clinical experiences.					
Notify the instructor regarding absence or tardiness prior to the start of clinical sessions.					
Integrate respect and nonjudgmental behaviors and attitudes along with core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) and Marianist values (service, peace, justice, and integrity of creation) into nursing care.					
Maintain a positive attitude and interact with faculty, and fellow students in a positive, professional manner.					
Describe educational opportunities for continued personal and professional growth available in the patient care environment.					
Serve as a positive role model within the health care setting and the community,					
Student Exemplar					

Student signature: _____ Date _____

** Student's signature does not indicate agreement or disagreement with the evaluation, only that an evaluation conference has occurred.*

Preceptor signature _____ Date _____

Clinical Adjunct Oversight signature _____ Date _____

Faculty/ Course Coordinator signature _____ Date _____

APPENDIX E

Best Practice for Preceptors

BEST PRACTICES FOR PRECEPTORS:

ENGAGING, MENTORING, AND GUIDING STUDENT NURSES IN PRACTICE ONLINE COURSE

*Developed by the Texas
Association of Deans and
Directors of Professional
Nursing Programs
(TADDPNP)*



**Free Course with option to obtain 1.5 Nursing Contact Hours
provided by the University of Texas at Tyler School of Nursing.**

Fee for contact hours is \$10.00

Enroll Here:



- Click on Enroll Now
- Create an Account
- Take the Course
- Optional: Pay fee



UTTyler SCHOOL OF
NURSING

The University of Texas at Tyler School of Nursing is accredited as a provider of nursing continuing professional development by the American Nurses Credentialing Center's Commission on Accreditation.

Mileage Reimbursement form

Mileage Log & Reimbursement Request Form

APPENDIX G

Course Syllabus Template

Department of Nursing Syllabus
Semester, Year
Course Title
Credit Hours

Faculty/course coordinator's name and contact information (StMU email and Office ext).

If adjuncts, TA, graders, lab assistants, proctors or other staff members are used, StMU office/department extension and email address should be provided.

- a. Office location and office hours

Textbooks:

Textbook A

Textbook B

- a. other online supplemental materials and resources as listed in course schedule

Course description:

Place description here

BSN Nursing Program Outcomes:

- a. Develop a professional identity as a nurse incorporating the Marianist values of service, peace, justice, and integrity of creation
- b. Practice patient-centered care integrating knowledge from the liberal arts and science for clinical reasoning to make informed decisions for the provision of safe, caring and compassionate evidence-based care.
- c. Utilize effective leadership skills to ensure safety, diversity, equity, inclusivity and belonging for improving patient outcomes and transforming healthcare systems.
- d. Function effectively as a member of the healthcare team using effective communication, teamwork and collaboration skills
- e. Employ communication technologies and informatics processes to provide care, gather data, and support decision-making.

Course Objectives:

- a. First objective

Approved 09/12/2023

- b. Second objective
- c. Third objective
- d. Fourth objective
- e. Fifth objective

Course Schedule:

- a. Topics covered, major assignments/test dates, study days, Univ closure/no class days (updated by semester)

	Unit Objectives	Main Concepts/ Resources/Assignments
Week 1		Resource Materials:
Week 2		Resource Materials:
Week 3		Resource Material:
Week 4		Resource Materials:
Week 5		Resource Materials:
Week 6		Resource Materials:
Week 7		Resource Materials:
Week 8		Resource Materials:
Week 9		Resource Materials:
Week 10		Resource Materials:
Week 11		Resource Materials:
Week 12		Resource Materials:
Week 13		Resource Material:

Week 14		Resource Materials:
Week 15		
Week 16		

Course requirements and grading scale:

All nursing courses will be graded according to the following system:

A	= 95 – 100%	C+	= 77 – 79%
A-	= 90 – 94%	C	= 70 – 76%
B+	= 87 – 89%	D	= 60 – 69%
B	= 84 – 86%	F	= 59% and below
B-	= 80 – 83%		

Students must **earn a minimum grade of C+** in all required nursing courses to meet progression requirements.

For all NU prefix courses with a lab/clinical component the following is applied:

Students must first achieve a **minimum cumulative exam average of C+ (77%) before** other assignment grades are calculated into the final grade. Once the exam average meets the 77% threshold, additional assignment grades will be included. When these are factored in, one of three outcomes may occur:

1. The overall course average remains the same,
2. The additional grades raise the overall average, or
3. The overall average falls below 77% (C+), in which case the student will not meet progression requirements.

If the 77% exam threshold is not met, the other assignment grades **will not** be factored into the final grade.

Final grade averages will not be rounded up to the next letter grade. For example, a 79.7 would **not** round up to 80.0.

Any withdrawal (W) from a NU prefix course in year two requires a suspension of all NU prefix courses that term.

Course grade calculations:

Exam 1	25%
Exam 2	25%
Final Exam	25%
3 Knowledge Check Quizzes (2% each) and ATI Nutrition test (4%)	10%
Community Based SL Project & Presentation	10%
Participation/ Learning Activities (self-assessments, role play)	5%

Graded Assignments:

1. *Exams:* Three course faculty developed exams will be administered in class on the Canvas platform. Exam 1 and 2 will test knowledge of the course content in identified modules. Exam 3 will include 20% of the questions that are cumulative in nature.
2. *Knowledge Check Quizzes:* 10 question quizzes on previous course content.
3. *Community-Based Service-Learning (SL) Teaching Project and Presentation:* Students will be able to choose from a pre-determined list of community partners, such as food pantries, homeless shelters, youth organizations, to complete their 30 SL hours and project assignment. Based on partner needs and ability to accommodate groups, students are encouraged to sign up for a specific site in groups of 4-6 students. Up to eight hours can be allotted to the assessment, development, and implementation of the group health teaching project (health education presentation and/or educational materials). Students will provide self-reflections as to the SL experience after the first day, after the midpoint and as a group, during the project presentation. See Appendix A for assignment prompts and rubric.
4. *ATI Nutrition Assessment:* This proctored in-class online exam assesses the students command of health-care related nutrition concepts (as covered in the Nutrition, Fundamentals, Health Assessment and the Health Promotion courses) and will help identify any knowledge gaps that students should remediate in. An exam score of 75% or greater earns the full 4 points, 50-74% earns 2 points and under 50%, earns 0 points.
5. *Participation:* Attendance in class along with active participation with learning activities (i.e. discussions, role play, self-assessments) will be logged and students awarded end of semester participation points (0-5) based on % of engagement (i.e. 100% = 5 points).

Academic Policies:

1. Late work policy: Assignments submitted beyond the due date will have a deduction from the final grade. Five points for every 24 hours beyond the due time will be subtracted from the assignment numerical grade. Due date exceptions that were approved by faculty or extenuating circumstances will not incur the penalty.
2. Academic Honesty: This course assumes that work submitted for a grade by students will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

DON Policies and Procedures

See Student Handbook for complete listing: [URL link insert here](#)

1. Absence from class/clinical experience policy (Note: These policies also pertain with this course's experiential service learning component)

The DoN at St. Mary's University believes that clinical experiences are essential to the education of our students. Our curriculum is designed to give the students clinical experiences that are increasing in intensity, acuity, and time spent in the clinical arena. It is the expectation that each student attends all scheduled clinical experiences, but we recognize that situations may arise that necessitate the student be absent from one or more of these experiences. For this reason, the DoN has instituted a clinical absence policy that will afford the student the opportunity to makeup excused missed clinical time, thereby not jeopardizing their clinical learning experiences due to absence. This policy covers all clinical experiences including the preceptorship immersion experience in the spring semester of the senior year. Simulation days are clinical days and fall under this policy. Note: Although Approved 09/12/2023

Skills Lab time is part of the clinical experience, it falls under the Classroom Policy.

Unexcused clinical absences are monitored across all clinical courses in each semester and are cumulative within that semester. All unexcused clinical absences will be documented via the Professional Behavior Contract (PBC).

- a. If a clinical day is cancelled due to university class cancellation, clinical agency cancellation, or faculty illness, makeup days will be determined by the course coordinator.
- b. If a student misses a clinical day due to an excused absence (see **Appendix B-Excused Absence Policy**) the student may be offered a clinical makeup assignment that is equivalent in time, effort, and experience to the missed clinical day. Completion of this alternate
- c. assignment will be due as per the clinical instructor. If the complete assignment is not submitted by the deadline, the course grade may be lowered one step. The student is responsible for ensuring that electronic submissions are properly submitted and received by the instructor. At the discretion of the clinical faculty, the student may be asked to make up this clinical day on a day and time as determined by the clinical faculty instead of being offered an alternate assignment.
- d. The clinical instructor/preceptor must receive notification of excusable absences at least 1 hour before the clinical experience starts. Failure to communicate to the instructor prior to this time will result in an “unexcused absence.” An “excused” absence is defined under the **Excused Absence Policy**.
- e. Faculty have the option to exclude students from clinical if tardy or unprepared; this would be considered an unexcused absence.
- f. More than one tardy and/or absences will prompt the clinical instructor to write a PBC for the clinical course.
 - 1) “Tardy” for clinical is defined as not being on the clinical unit and ready for report by the start of the clinical experience (this time may be different for preceptorship and for different clinical experiences; refer to your course clinical schedule.
 - 2) **IF A STUDENT DOES NOT NOTIFY THE APPROPRIATE INSTRUCTOR OR PRECEPTOR AT LEAST ONE HOUR PRIOR TO AN ABSENCE OR TARDINESS PRIOR TO CLINICAL, IT MAY BE AN UNEXCUSED ABSENCE.**
- g. Failure of the clinical component of the course will result in failing the entire course.

Refer to the **Excused Absence Policy** for additional information.

2. Classroom Policy (refers to class and skills laboratory)

- a. Class attendance is related to academic success, and class participation contributes to the synergism of the educational process. Nursing students are expected to attend all classes, including laboratories, clinical, and events associated with the course or program.
- b. Faculty members keep the roll, record grades for any work missed due to an unexcused absence and may make a recommendation to the Program Director to drop a student for missing an equivalent of two weeks of classes for unexcused absences. Students missing this much class time are at risk of not meeting course objectives/requirements and faculty will write a PBC in collaboration with the student. Faculty may not drop a student without the approval of the Dean. One absence in a laboratory will be the equivalent of two 50-minute absences or one 75-minute absence. “Two weeks” is computed as follows:
 - i. Six unexcused absences in a 50-minute class period
 - ii. Four unexcused absences in a 75-minute class period
 - iii. Two unexcused evening classes which are 165 minutes per meeting
- c. Three tardies constitute one absence

- d. Absences for reasons other than University sanctioned events (which must be approved by Deans or the Academic Vice President) will be determined to be “excused” or “not excused” by the Professor. An excessive number of absences, even if they are excused, can severely compromise the quality of the students’ learning experience. Therefore, if the Professor judges that the student has missed excessive material due to absences (excused, unexcused or a combination of the two), that Professor will initiate PBC in collaboration with the student. The Professor shall notify a student prior to initiating action for a student’s withdrawal. Grades assigned for withdrawals initiated by the Professor or by the student are recorded as a “W” (Withdraw).
- e. It is the responsibility of the student to contact the Professor before an absence, if possible, or, in the case of an emergency, as soon after the absence as possible. It is also the responsibility of the student to make up any missed work to the satisfaction of the Professor on the basis of guidelines stated in that Professor’s course syllabus.
- f. Appeals to decisions based on this attendance policy may be brought to the attention of the Dean of the School of Science, Engineering, and Technology.
- g. If a student must be absent from a class for one of the reasons listed below, the student is required to communicate with the faculty member to provide information on the reason for the absence. Untruthful student claims about absences are considered a violation of the Code of Student Conduct.
- h. Students will be given the opportunity to make up any missed assignments or their equivalents when their absence is the result of one of the following situations.
 - i. University-related activities: Students who are absent from class while participating in a university-sponsored event or who are absent from the campus because they officially represent the University in such sponsored activities as intercollegiate athletics and research activities will be excused from classes.
 - ii. Illness and Emergencies: In cases of severe illness or emergency, students may be excused from in-person classes and clinical experiences. For all situations, the procedures below should be followed:
 - iii. Students who experience a personal or family illness-related emergency that interferes with academic performance are expected to contact the Office of the Dean of Students (deanofstudents@stmarytx.edu) and provide documentation evidencing the situation. It is standard protocol for the Office of the Dean of Students to contact the faculty whose student is experiencing a personal or family illness-related emergency to offer recommendations to the faculty regarding the handling of the absence. Personal or family medical documentation should only be provided to the Office of the Dean of Students.
- i. Students are reminded of their responsibility to uphold the Code of Conduct and may be subject to academic penalties and university sanctions for falsely reporting an illness or emergency as a reason for missing, or to miss, class; students should work closely with the faculty members, the Office of Student Development, and the Student Health Center to communicate their illness or other circumstances causing an emergency.
- j. COVID-Specific Considerations: Students who are ill or experiencing symptoms that are consistent with COVID-19 should not attend class. Additionally, students should self-report using the University’s self-report process at <https://gateway.stmarytx.edu/group/mycampus/illness-reporting>. Students with COVID-19 symptoms must adhere to university health and wellness procedures for self-evaluation, reporting, follow-up, and quarantine as necessary.
- k. Failure to attend classes for reasons other than those listed above are considered unexcused absences unless the faculty member, in consultation with the student, approves an absence as excused.

3. Cancellation of On-Campus Classes

Approved 09/12/2023

The faculty is committed to the education of students. Classes will only be canceled in cases of extreme emergency. The faculty responsible for the class will post a policy for notification of cancellation of class in their course syllabus. Nursing classes will still occur remotely via Zoom at the same time class is offered. If the cancellation is due only for weather related purposes on a clinical day, clinical will be canceled and faculty will provide an alternate clinical experience such as case study/computer-based simulation via Zoom the same time clinical is scheduled.

4. Drop Policy

It is the student's responsibility to drop a course. The Registrar does not initiate drops for students from courses for non-attendance. Notifying an instructor or failing to attend class does not constitute an official drop from a course nor does it eliminate the student's financial responsibility for course payment.

- a. A course dropped by the end of the first 5 class days of the semester (Fall and Spring) is not reflected in a student's transcript.
- b. Students may drop a course up to the end of the 12th week of the semester. A grade of "W" will be automatically be issued.
- c. Student-initiated withdrawals from a course will not be accepted after the 12th week of the semester. Students who fail to withdraw by the published deadline will receive a final grade as determined by the faculty member. However, the grades of "W" or "WF" will not be available as final grade options.
- d. After the 12th week of the semester, faculty-initiated withdrawals from a course for excessive absences must be coordinated through the appropriate Dean or Associate Dean for a student to receive a "W" in the course.
- e. If a faculty member chooses not to withdraw a student from the course for excessive absences, a final grade will be entered by the faculty member in Gateway based upon the work completed by the student.
- f. Please refer to the Registrar Academic Calendar
page: <https://www.stmarytx.edu/academics/registrar/academic-calendars/> for each semester's calendar date, including shorter semesters (summer, Maymester, etc.), for the specific drop date deadline.

International Students must also inform the Center for International Programs of their intent to withdraw from any course. Student Athletes must also inform the Athletic Department of their intent to withdraw from any course. Dropping multiple courses or falling below full-time status (12 credit hours) could potentially impact a student's financial aid award, visa status, and challenges progress toward the degree. Please consult with an academic adviser and financial aid adviser for more information.

5. Disability Statement

Disability Statement: In accordance with Section 504 of the Rehabilitation Act and the Americans with

Disabilities Act Amendment Act, Student Accessibility Services is the designated office responsible for coordinating all accommodations and services for students with disabilities at St. Mary's University.

St. Mary's University supports equal access of qualifying individuals with documented disabilities to all educational opportunities, programs, services and activities. If you have a documented disability, or a condition which may impact your performance and want to request disability-related accommodations, you must first register with the Office of Student Accessibility Services, located in the Student Counseling Center (in the Center for Life Directions Building) in room 139. Please stop by the Student Accessibility Services Office, call 210-431-5080 or accessibility@stmarytx.edu to set up an appointment to meet with the Student Accessibility Services staff.

6. Diversity Statement for Syllabi

St. Mary's University embodies the Marianist spirit of educating the heart and mind. The University draws on the example of Blessed William Joseph Chaminade, founder of the Society of Mary – to create an environment that lets students thrive and where diversity, equity, and inclusion are essential. The intersectionality of our diverse experiences and characteristics are valued in all spaces within our community, including this course. Thus, I am committed to building an inclusive learning environment that values the individual experiences of every student in this course and where each has an opportunity to learn, engage in dialogue, question, and contribute to their fullest potential.

APPENDIX A