

Faculty Handbook

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*SPC Nursing Department
Spring 2025*

Table of Contents

Nursing Faculty Orientation Activities for New Faculty.....	1
History of the Program to Current Day.....	2
ADN Program Philosophy.....	3
Vocational Nursing Program Philosophy	5
Faculty Orientation	7
Mentor/Mentee Program.....	7
The Mentor Role:.....	7
The Mentee Role:.....	7
Mentor/Mentee Selections:.....	8
The Five Domains of the Mentor/Mentee Program:.....	9
The Five Domain Goals for the Mentor/Mentee Program:.....	10
Vocational Program Objectives.....	17
Member of the Profession:.....	17
Provider of Patient-Centered Care:.....	18
Patient Safety Advocate:.....	18
Member of the Health Care Team:	19
ADN Program Conceptual Framework.....	20
Vocational Nursing Conceptual Framework.....	21
As of Fall 2023 New Curriculum ADN Traditional Program Breakdown.....	22
As of Fall 2023 New Curriculum ADN Transition Breakdown.....	23
Vocational Nursing Curriculum Organization	24
Vocational Nursing Program Curriculum	25
ADN/LVN Faculty Role Descriptions.....	26
Faculty	26
Course Team Leader.....	26
Med/Surg Team Lead Instructor.....	27
Lab Coordinator.....	27
Faculty Contracts	28
Faculty Instructional Load.....	28
ADN Faculty By-Laws	29
Vocational Nursing Committees.....	34
Maintaining Student Privacy (FERPA)	34
Professional Boundaries	34
Nursing Instructor Attire.....	35
Nursing and SPC Committee Assignments	36
Social Media Usage	36
Attendance Requirements.....	36
Employee Documents.....	36
Faculty Evaluation.....	37
Time Off.....	37

Office Hours	37
Canceling or “walks” for class.....	37
Student Evaluation of Faculty.....	37
Professional Development Activities.....	38
Graduate Study for Faculty.....	38
Nursing Faculty Liability Insurance	38
SPC Issued Technology	39
Guidelines for Faculty Behavior and Attendance.....	39
Retaliation.....	39
General Information About Safe Harbor	40
Nursing Peer Review Committee.....	41
Student Governance.....	44
Guidelines for the Clinical Experience and Evaluation	44
Clinical Instruction Overview.....	45
Clinical Performance Expectations.....	46
ADN Program Testing Policy	49
Instructor’s regulations	49
Administering Exams	49
Writing Test Items (Questions).....	49
Analyzing Test Results	52
Reviewing Student Exams and Success.....	53
Administering ATI Practice Assessments and Content Mastery Exams	54
ATI Practice Assessment A Remediation.....	55
ATI Content Mastery Table.....	55
ATI Recommended Cut Scores Rn CMS 2023 Proctored Assessments.....	55
Appendix 1	57
Testing in the ADNP South Plains College Computer Lab or Classroom.....	57
Appendix 2	58
Test Remediation Packet	58
Student Remediation Refusal Statement.....	58
Appendix 3	59
Unit Exam Review Questionnaire	59
Appendix 4	60
WHY DID I MISS THIS QUESTION?.....	60
Appendix 5	61
Student Test Review Sheet	61
Appendix 6	62
Letter for Success.....	62
Appendix 7	63
Success Specialist Referral Protocol.....	63
Appendix 8	66
Remediation Referral: Academic.....	66

Appendix 9	67
Collaborative Student Action Plan	67
Appendix 10	68
Student Remediation Follow – up/ Evaluation	68
Appendix 11	69
What can you do to be successful?	69
Appendix 12	70
Math Committee Recommendations.....	70
Appendix 13	72
Math Test Instructions	72
Appendix 14	73
Show work here.	73
Vocational Program Testing Policy	75
Instructor Regulations.....	75
Writing Test Items (Questions).....	75
Administering Exams	78
Analyzing Test Results	78
ATI Content Mastery Level Breakdown.....	79
Reviewing exams with students.....	80
Appendix 1	81
Testing in the VNP South Plains College Computer or Classroom lab.....	81
Appendix 2	81
Success Specialist Referral Protocol.....	81
Appendix 3	82
LVN Math Recommendations	82
VNP Math Test Instructions	84
Student Drop and Incomplete Grade Policy	85
Appendix 1	86
Health Occupations Division Student Drop Information Sheet.....	86
Appendix 2	87
South Plains College Admissions and Records Office Incomplete Grade Form.....	87

SOUTH PLAINS COLLEGE NURSING DEPARTMENT

Welcome to the South Plains College School of Nursing. We are pleased that you are a part of this team and that you bring with you your outstanding knowledge, talents, and interest in sharing your love for the profession. Our goal is to work together to educate the next generation of nurses and to continue to work to raise the standard for providing excellence in teaching and being strong role models for the nursing profession. Together we will continue to learn with the changing times in medicine and adapt to these changes for the betterment of the patients we serve. This handbook is designed to familiarize you with the Nursing Department and its policies specific to our area.

The South Plains College handbook is located for easy access at the following address.

Please make sure you review it and if you have further questions please ask.

<https://www.southplainscollege.edu/employees/manualshandbooks/facultyhandbook.php>. This is the College wide handbook, and it is a resource where you can find out information about the organization, operational policies, regulations, and procedures of the College. Nursing faculty, as members of the College's faculty, are obligated to abide by the policy and procedures and should consult it when general information on one of these topics is needed. The Nursing Faculty Handbook is a supplemental source of information more specific to the functioning of the Nursing Department. Both individual and group responsibilities are outlined to ensure consistent interpretation and administration of policies and procedures.

All policies and procedures will be reviewed and revised, as necessary, by the Nursing Department Director and faculty. As approved revisions are made, all faculty members will be provided an electronic copy of the Nursing Faculty Handbook changes. A copy is also available in the Nursing Faculty Orientation course found within Blackboard.

Nursing Faculty Orientation Activities for New Faculty

1. Complete the South Plains College orientation through Human Resources every August.
2. Complete the Nursing Faculty Orientation Course located in Blackboard. This course is a self-paced course based on the NLN Core Competencies for Nurse Educators. It is designed to be completed over the first full two semesters after hire.
3. Meet with your team and the Instructional Team Lead for your area.
 - a. Classroom Orientation – Following other instructors to see different teaching styles.
 - b. Clinical Orientation – With different faculty members to orient to clinicals.
 - c. ATI Orientation is located within ATI under the Academy tab, and we can set up one on one sessions with ATI personnel to help with onboarding.
4. Meet with Simulation Coordinator
 - a. Complete Online simulation Modules located in the Nursing Faculty Orientation Modules.
 - b. Have hands on training in the simulation center with the Sim Coordinator

History of the Program to Current Day

South Plains College (SPC) is a comprehensive, two-year community college established in 1957 by the residents of Hockley County. The college serves the greater South Plains area of Texas with innovative educational programs that span the arts and sciences, health occupations, technical education, continuing education, and workforce development. The college's main campus is located in Levelland. SPC maintains several extension centers that are located at the Reese Center, the Lubbock Career and Technical Center, the Downtown Center, and the Plainview Center. The college's education program includes academic transfer courses which parallel university programs for students who plan to earn a bachelor's degree. SPC also maintains a diverse offering of one- and two-year programs for students who want to develop specific job skills and then enter the workforce. SPC is recognized as one of the most modern and complete community colleges in Texas. The Levelland Campus encompasses 42 buildings on a 177-acre campus.

SPC initiated the Associate Degree Nursing Program (ADNP) in August 1985 after recognition of the need for registered nurses in the surrounding counties was established. The program admitted twenty-four (24) students with three (3) full time nursing faculty. At the request of the community and due to a shortage of registered nurses in the area, SPC decided to admit a second class each year. This twice a year admission began in January of 1991. In July of 1988, a transition class began with partial funding by St. Mary of the Plains Hospital. In August of 2001, the department decided to offer the transition program twice yearly on the same entry schedule as the generic program. Currently, both the generic and transition programs have entry dates in August and January of each year.

The South Plains College Licensed Vocational Nursing Program (LVN) was started in 1978 and is part of the Health Sciences Division. The LVN program offers a 12-month certificate that can be completed in 12 months. There are three LVN programs located on the Levelland Campus, the Plainview Extension Center and the Reese Center. In total there are 11 full-time faculty that help to run these three programs.

ADN Program Philosophy

The faculty of the Associate Degree Nursing (ADN) Program, an integral part of South Plains College, accepts the philosophy, purposes and objectives of the college.

The faculty believes that each individual is unique and worthy of dignity and respect no matter what their personal, spiritual, social, cultural, or political beliefs are. It is the philosophy of the faculty to train new nursing professionals to increase their awareness of global societies and different cultural practices and beliefs that may exist within their own local community. (Kaihlainen et al, 2019)

The faculty believes that a person has inherent dignity and worth, and the freedom to make choices for which the individual is accountable. In a dynamic environment, a person strives to maintain/regain balance as the individual moves along a continuum towards positive outcomes.

We believe nursing is a profession with a unique body of knowledge, the goal of which is to assist individuals, families, and groups within the community to maintain and/or restore optimal wellness. We believe that within an evolving health care delivery system the nursing needs of the community will change. Nurses assist people to meet basic needs throughout the life span or to die with dignity. The goal of nursing is achieved through the use of critical thinking, problem solving skills and the nursing process within an interpersonal and collaborative framework. The profession incorporates principles from the sciences and the humanities, which serve as the basis for teaching and implementing actions of nursing practice.

We, the faculty, define nursing education as the active teaching-learning process necessary for assimilation of theoretical concepts and the development of skills for the practice of nursing. The faculty believes education is a process of self-realization, embracing all those experiences whereby a person assimilates knowledge, masters' skills, develops personal potential and establishes values. Therefore, the educational experience is an integral and continuous lifelong process.

We believe that learning includes the development of critical thinking through problem solving experiences, which will enable the learner to examine their thinking and the thinking of others. We, the faculty, define critical thinking as being able to:

1. think purposefully and actively,
2. carefully explore and view situations from various perspectives,
3. exchange and explore ideas with others in an organized way,
4. arrive at thoughtful conclusions that will increase the likelihood of achieving positive outcomes.

The faculty recognizes that educational preparation in the future will require the use of different technological mediums. Beginning practitioners will also be expected to utilize resources to deliver safe, quality, and cost-effective care.

The purpose of the ADN Program at South Plains College is to provide the community with graduates who are eligible to take the State Board Exam (NCLEX) for registered nurse licensure

and to prepare graduates who as general practitioners can provide safe, entry-level care in a variety of settings within the community.

The faculty recognizes the existence of two (2) distinct basic educational programs (ADN, BSN) to prepare for the practice of professional nursing. The faculty also recognizes advanced educational programs including Master's and Doctoral Degree Programs in Nursing. The faculty believes in the concept of articulation as defined by the Texas Board of Nurse Examiners. The faculty accepts that there are four distinct nursing roles: member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Further, the faculty believes that graduates of an ADN Program should be able to perform safe nursing practice as defined by the Texas Board of Nursing Differentiated Essential Competencies. The faculty also believes that the graduate functioning within the four roles should be capable of utilizing critical thinking and the nursing process to provide safe, competent nursing care to individuals, families, and groups with a variety of health care needs in a variety of settings. Graduates should be self-directed, flexible, adaptive, caring, and able to maintain legal and ethical standards within a rapidly changing health care delivery system.

The faculty accepts the responsibility of planning, implementing, evaluating the teaching-learning process, and providing optimal learning experiences for safe clinical practice. We, the faculty, believe that the philosophy and objectives of the nursing program are open to change based on information gained through continuing education and evaluation of current trends and knowledge.

Anu-Marja Kaihlanen, Laura Hietapakka and Tarja Heponiemi (2019) Increasing cultural awareness: qualitative study of nurses' perceptions about cultural competence training. *BMC Nursing* 18 (38), pages 1-9, <https://bmcnurs.biomedcentral.com/articles/10.1186/s12912-019-0363-x>.

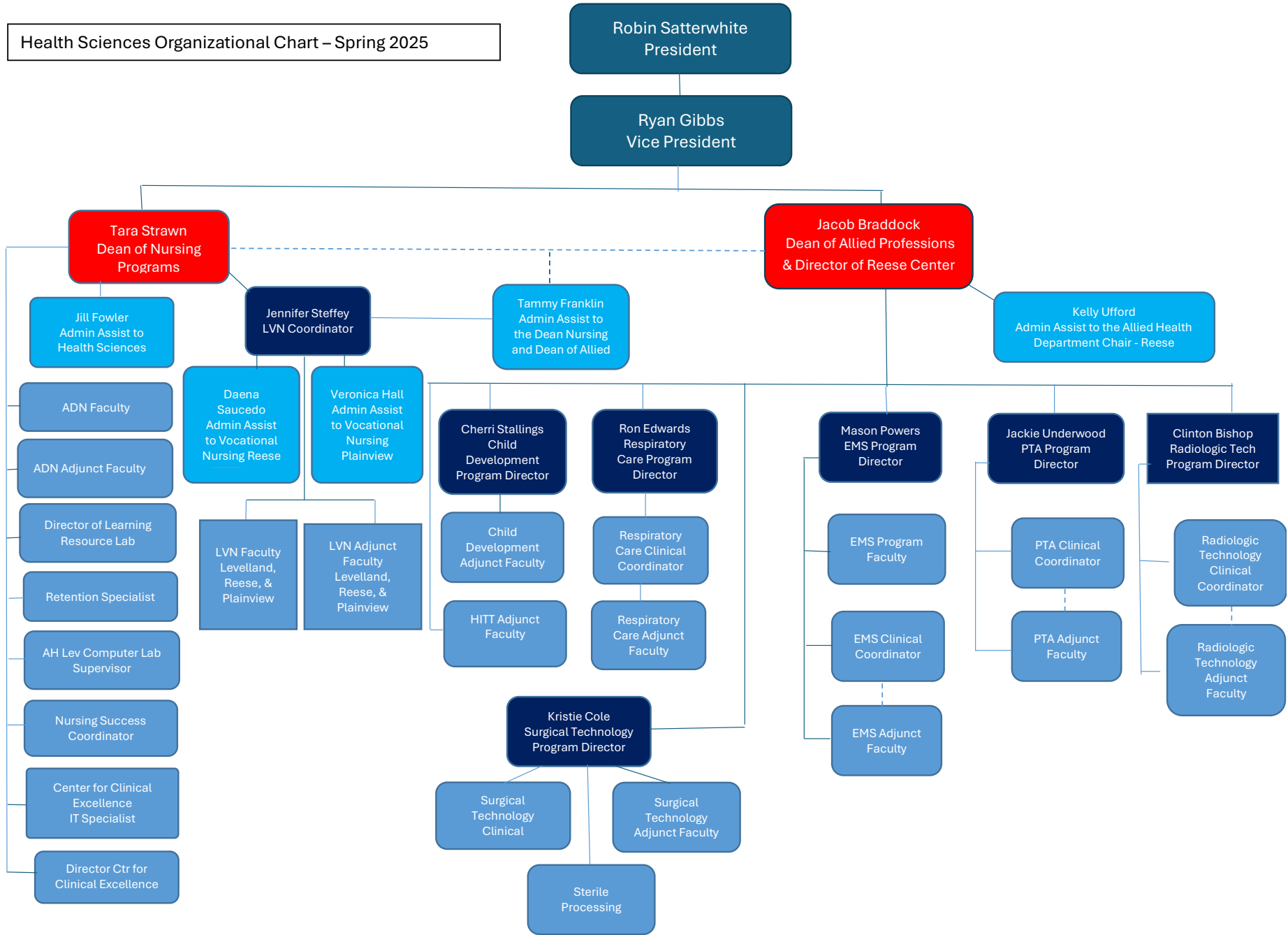
Vocational Nursing Program Philosophy

The philosophy of the Vocational Nursing Program is consistent with the values and ideals of South Plains College and the Texas Board of Nursing and the community at large. We, the faculty of the Nursing Program, believe that human beings are a highly complex interrelated system. This system is composed of biological, social, psychological, cultural, and spiritual aspects. Together, and in varying forms, these composite aspects impact on health and human behavior. Furthermore, we believe that human beings are rational people whose value and worth are explicit. We respect the rights and dignity of all individuals to self-determination. In keeping with this philosophy, we accept that all individuals, to the extent of their ability, are responsible for their own life choices.

Related to our beliefs about humanity, we believe that the purpose and goal of the practice of nursing is to enhance the health and well-being of the individual as an integral member of society. Nursing care is a service primarily concerned with the quality of human life and the support of the highest level that each individual is capable of achieving. Nursing roles and functions are directed to the performance of such caring behaviors which when administered in an organized way, will have a maximum positive effect on the individual's potential for daily living. Consistent with our understanding of the complexity of human life and behavior, we acknowledge that the performance of nursing care is conducted on several levels and multiplicity of settings. The practice of vocational nursing is but one level of nursing practice which derives its body of knowledge and scope of practice from selected elements of the total body of professional nursing knowledge. Vocational nursing graduates are prepared to function as members of the health care team supervised by registered nurses and physicians. Vocational nurses are providing health care in settings requiring increasing levels of technical expertise. Preparing student nurses for practice will be based on scientific principles and structured to provide the foundation of skills the vocational nurse may build on in the future. Vocational nursing education is designed to assist the graduate to be a member of a profession, provider of patient-centered care, a patient safety advocate and a member of the health care team.

We believe that learning is a life-long process that enables the survival and enhancement of human existence. Learning occurs when there is a change in behavior as a result of recognized need. Learning is best brought about when it occurs in an environment which is both positive and nurturing. We believe that the act of teaching is an art and a science whose aim is to bring about learning in a logical and efficient manner so as to achieve the greatest utility and meaning for the student. We believe that education is a process involving active participation of both learner and teacher which enables the individual to develop his or her potential in becoming a productive, responsible member of our existing and changing society. We further believe that education should allow for upward and/or horizontal mobility according to the individual's capacity. The practice of nursing education will occur in community settings where nursing care is needed and can be delivered in a manner consistent with the philosophy of the program.

Health Sciences Organizational Chart – Spring 2025



Faculty Orientation

Onboarding of new faculty members using best practices will allow the development of the faculty member to move into the expert role of the nurse educator. As a faculty member sometimes, it is hard to move from practice to academia and the orientation module is made to work in tandem with the Mentor/Mentee program. You will be given access to the Faculty Orientation Modules located within Blackboard. These modules must be reviewed and completed with an uploaded certificate if one is issued or a paper stating date and time that the module is reviewed and completed. These modules include information from the Texas Board of Nursing that developed a Faculty Module and the Texas Nurses Association Transitioning from Practice to Academia Modules. There are important items located within the modules to assist with the classroom and clinical education strategies and tools as well as information from the NCSBN on the new BGN model types and scoring. There is also a faculty orientation checklist provided that should be completed within the first full two semesters of full-time teaching.

Mentor/Mentee Program

Mentoring has been identified as an important part of the transition from practice to academia to be able to develop strong educator skills to move from novice to expert in your field of practice. There are developed guidelines that are well structured so that the mentee has a greater understanding of boundaries, expectations, and guidelines all of which are required to develop the skills necessary to become an excellent and effective faculty member. Implementation of Benner's Model will help to set measurable goals and enable reflection and evaluation of each what stage the faculty is at and see progression from novice to expert. There is also a conversation tool to help provide effective feedback during meetings between the mentor and mentee. An evaluation tool to help guide the mentor and mentee was developed. The faculty orientation works together with the mentoring process as it gives new educators a foundation to build upon.

The Mentor Role:

An experienced faculty, knowledgeable in the art of teaching and learning as well as in the culture at South Plains College Nursing Program. The mentor will help guide the mentee in development in the role of faculty. The mentor will collaborate with the mentee and help provide guidance and resources, ideally through mutually agreed upon times and venues (i.e., preferably face-to-face, virtual meetings, emails, phone calls, etc.). Meetings should be set up multiple times throughout the semester and more frequently as deemed necessary.

The Mentee Role:

This role is any new faculty member to the South Plains College Nursing Program. The mentee will sit down and meet with the assigned mentor. It will be essential to establish goals with the mentor to obtain knowledge, skills, and abilities about their professional development. The mentee engages in the relationship by preparing for meetings with the mentor, taking advantage of appropriate resources, and using feedback appropriately.

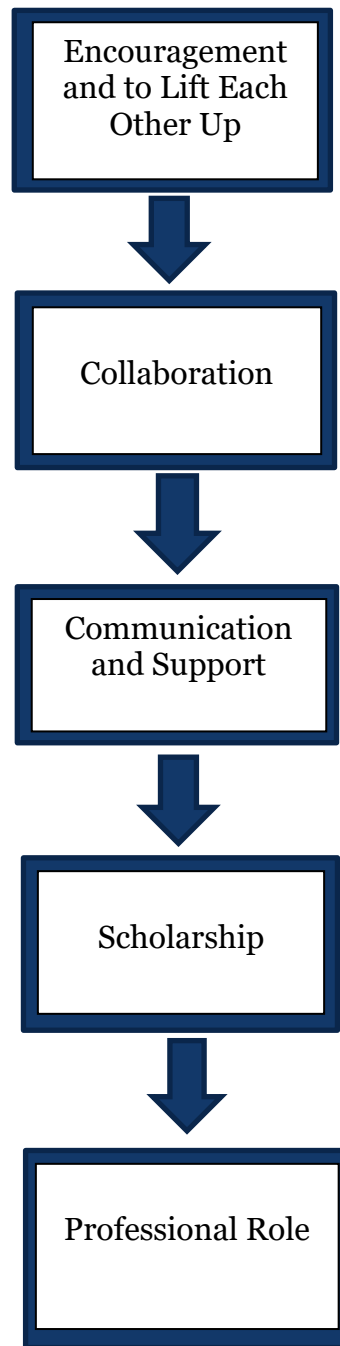
Mentor/Mentee Selections:

The Nursing mentorship program includes:

1. pairing of an experienced nurse educator as the mentor with the new nurse educator as the mentee.
2. use of a collaborative team approach.
3. the Director of Nursing Programs works with all faculty members in the mentoring program.
4. Director of Nursing and a senior faculty member assist with pairing of the mentor and mentee.

Senior faculty will be encouraged and invited to serve as leaders and mentors to their peers by participating in the mentorship program. In addition, any other faculty wishing to have a mentor or mentoring team may request to be placed in this role from the Director of Nursing. The goal of the mentorship program is to be invested in the new generation of nursing faculty as well as playing a role in leadership and participating in professional development. Mentorship will be provided if the mentor identifies a need and the mentee desires assistance. The Nursing Program requires participation and to take advantage of the program until such time as they no longer find it necessary. The process for selection into the program includes recommendation of the match between mentor and mentee, dialogue with mentor and mentee re: agreement with the recommended match, an official letter to the mentor/mentee from the Director of Nursing on the selected pairing, the Mentor needs to go through the mentor orientation and there needs to be monthly scheduled meetings between the mentor and mentee. A mentee may select an additional mentor outside of the school of nursing as well.

The Five Domains of the Mentor/Mentee Program:



The Five Domain Goals for the Mentor/Mentee Program:

Domain 1. Encouragement and Lift Each Other Up:

Goal: Promote a positive and encouraging atmosphere that encourages each other to reach their full potential.

Domain 2. Collaboration:

Goal: Promote participation with others using teamwork at the college, in the nursing program as a whole and within the individual nursing teams.

Domain 3. Communication and Support:

Goal: Provide support for faculty so they have a point person to assist them with any questions or concerns, allow for an environment lending to open communication for faculty who may be experiencing stress or conflict.

Domain 4. Scholarship:

Goal: Promote knowledge in evidenced based practice, sound teaching pedagogy and professional outcomes.

Domain 5. Professional Role:

Goal: Promote development of professional goals within the academic setting. Prepare candidates for the tenure/promotion process by providing regular feedback on progress. If already tenured continue to promote development of professional goals and to keep up to date with changes in teaching pedagogy.

**END-OF-PROGRAM
STUDENT LEARNING OUTCOMES
WITH EXPECTED LEVELS OF ACHIEVEMENT**

The Associate Degree program developed program outcomes to effectively look at the student’s ability to have independent judgment, critical thinking, clinical reasoning, clinical judgment, and self-direction while caring for clients and their families. Expected Levels of Achievement for clinical coursework are measured with a weekly clinical evaluation tool, midterm, and final clinical evaluation tool reviewing the following clinical performance areas for each semester. Individual students must score a minimum of 77 percent in the clinical course to meet clinical course objectives.

- Human Flourishing (Holistic Diversity), Patient-Centered Care, Psychosocial Integrity, Provider of Patient-Centered Care and Patient Safety Advocate.
- Nursing Judgment (Critical Thinking), Safety, Safe and Effective Care Environment, Provider of Patient Centered Care and Patient Safety Advocate.
- Professional Identity (Legal and Ethical/Healthcare Team), Teamwork and Collaboration, Safe and Effective Care Environment, Member of a Healthcare Team and Member of the Profession.
- Spirit of Inquiry (Evidence Based Practice), Evidence Based Practice, Informatics, and Quality Improvement, Physiological Integrity, Safe and Effective Care, Health Promotion and Psychosocial Integrity, Provider of Patient Centered Care and Patient Safety Advocate.

Students are expected to meet the competencies and learning outcomes. Competency and Learning Outcome is defined as the following: Competencies are commonly defined as the applied skills and knowledge that enable nursing students to successfully perform in professional, educational, and other life contexts. Outcome: A very specific statement that describes exactly what a student will be able to do in some measurable way.			
Clinical performance evaluation is to place a student at a level of achievement. A minimum passing grade of 77 is required.			
Semester 1 and Semester 2 Clinical Outcomes			
Exceed Expectations (100)	Proficient (90)	Satisfactory (85)	Needs Improvement (77)
Semester 3 and Semester 4 Clinical Outcomes			
Exceed Expectations (100)	Satisfactory (85)	Competent (77)	

End of Program Learning Outcomes (EPSLO) were implemented based on NLN, QSEN, Texas DECS, and the NCSBN 2023 Test Plan.

- EPSLO #1 Identify cues for optimal health promotion and maintenance
- EPSLO #2 Provide Safety and Infection Control for Self and Others
- EPSLO #3 Promote holistic, client centered care to a diverse population
- EPSLO #4 Advocate for a legal ethical framework within the healthcare team

EPSLO ELA Outcomes

- 90% of students will receive a grade of 77% or higher in the RNSG 2462 class to demonstrate clinical Safety and competency through evaluation of weekly clinical evaluations, midterm and final evaluation tools.
- 85% or above of the students in RNSG 2130 will demonstrate a potential to pass the NCLEX at a 93% or higher on the ATI final comprehensive predictor.
- 80% of students will receive a satisfactory or higher on the final part of the NGN Progressive Patient for the RNSG 2462 clinical assignment.

Evaluation of Program Outcomes

1. 75% or more of students in semester two/transition course, semester three and semester four will score a level two or higher on each final benchmark course exam to demonstrate appropriate level of knowledge to progress to next semester or graduation.
2. 65% or greater of admitted students will complete the program within 4 semesters, for the traditional ADN student track and 3 semesters for the LVN to RN transition track.
3. 80% or greater of graduates will pass the NCLEX-RN on the first attempt.
4. 80% or greater of graduates will be gainfully employed within 6 months of graduation.

The clinical objectives are measured out by the following categories.

ADN PROGRAM SYSTEMATIC TOTAL EVALUATION PLAN FOR END OF PROGRAM STUDENT LEARNING OUTCOMES (EPSLO)

NLN COMPETENCY	Spirit of Inquiry	Is exhibited by nurses that provide evidenced based clinical nursing practice and use evidence to promote change and excellence.
	Nursing Judgment	Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context
	Human Flourishing	Human flourishing is reflected in patient care that demonstrates respect for diversity, approaches patients in a holistic and patient-centered manner, and uses advocacy to enhance their health well-being.
	Professional Identity	Reflects the professional development of the nurse as a member and leader of the healthcare team who promotes relationship-centered care, and whose practice reflects integrity and caring while following ethical and legal guidelines.
PNCSTB NCLEX Test Plan 2023	Physiological Integrity	-The nurse promotes physical health and wellness by providing care and comfort, reducing client risk potential and managing health alterations.
	Psychosocial Integrity	The nurse provides and directs nursing care that promotes and supports the emotional, mental and social well-being of the client experiencing stressful events as well as clients with acute or chronic mental illness.
	Safe and Effective Care Environment	-The nurse promotes achievement of client outcomes by providing and directing nursing care that enhances the care delivery setting in order to protect clients and health care personnel. - Management of Care - Nurse promotes achievement of client outcomes by providing and directing nursing care that enhances the care delivery setting to protect the client and health care personnel. Safety and Infection Control - Protecting clients and health care personnel from health and environmental hazards.
	Health Promotion and Maintenance	The nurse provides and directs nursing care of the client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.
QSEN	Quality Improvement	Care-related and organizational processes that involve the development and the implementation of a plan to improve health care services and better meet the needs of clients.
	Patient-Centered Care	- Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated

		<p>care based on respect for patient’s preferences, values, and needs.</p> <ul style="list-style-type: none"> - Provision of caring and compassion, culturally sensitive care that is based on a patients physiological, psychological, sociological, spiritual and cultural needs, preferences, and values.
	Informatics	Use information and technology to communicate, manage knowledge, mitigate error, and support decision making and safe, scientifically based nursing practice.
	Evidenced-Based Practice (EBP)	<ul style="list-style-type: none"> -Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. - The use of current knowledge from research and other creditable sources to make clinical judgments and provide client centered care.
	Safety	Minimalization of risk factors that could cause injury or harm while promoting quality care and maintaining a secure environment for clients, self, and others.
	Teamwork and Collaboration	Delivery of client care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive client outcomes.
TBON DEC COMPETENCIES	Provider of Patient-Centered Care	<p>A. Use clinical reasoning and knowledge based on the associate degree nursing program of study and evidence-based practice outcomes as a basis for decision-making in nursing practice.</p> <p>B. Analyze assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.</p> <p>C. Provide safe, compassionate, comprehensive patient care to patients and their families through a broad array of health care services.</p> <p>D. Implement the plan of care for patients, families, populations, and communities within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.</p> <p>E. Evaluate and submit patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.</p> <p>F. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.</p> <p>G. Coordinate human, information, and physical resources in providing care for patients and their families.</p>

	Patient Safety Advocate	<p>A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.</p> <p>B. Implement measures to promote quality and a safe environment for patients, self, and others.</p> <p>C. Formulate goals and outcomes using evidence-based data to reduce patient risks.</p> <p>D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.</p> <p>E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.</p> <p>F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.</p>
	Member of a Health Care Team	<p>A. Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient centered care.</p> <p>B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.</p> <p>C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.</p> <p>D. Communicate and manage information using technology to support decision making to improve patient care.</p> <p>E. Assign and/ or delegate nursing activities to other members of the health care team based upon an analysis of patient or workplace need.</p> <p>F. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.</p> <p>G. Participate with health care teams during local or global health emergencies or pandemics to promote health and safety and prevent disease.</p>

Competencies Framework



Vocational Program Objectives

The objectives of the South Plains College – Reese Vocational Nursing Program are to develop the nurse who:

1. Is a Member of a Profession: a licensed nurse (LVN) who exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.
2. Is a Provider of Patient-Centered Care: a licensed nurse (LVN) who, based on educational preparation and score of practice, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs included individual patients and their families.
3. Is a Patient Safety Advocate: a licensed nurse (LVN) who promotes safety in the patient and family environment by following the scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm.
4. Is a Member of the Health Care Team: a licensed nurse (LVN) who provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.

The graduate from the South Plains College – Reese Vocational Nursing Program meets the objectives through the following Differentiated Essential Competencies (DECS) competencies as established by the Texas Board of Nursing:

Member of the Profession:

1. Function within the nurse's legal scope of practice and in accordance with the policies regulation and the policies and procedures of the employing health care institution or practice setting.
2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
3. Contribute to activities that promote the development and practice of vocational nursing.
4. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

Provider of Patient-Centered Care:

1. Use clinical reasoning and knowledge based on the vocational nursing program of study and established evidence-based practice as the basis for decision making in nursing practice.
2. Assist in determining the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and in interpreting health-related data based on knowledge derived from the vocational nursing program of study.
3. Report data to assist in the identification of problems and formulation of goals/ outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.
4. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.
5. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.
6. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.
7. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.
8. Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.

Patient Safety Advocate:

1. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
2. Implement measures to promote quality and a safe environment for patients, self, and others.
3. Assist in the formulation of goals and outcomes to reduce patient risks.
4. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
6. Accept and make assignments that take into consideration patient safety and organizational policy.

Member of the Health Care Team:

1. Communicate and collaborate in a timely manner with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.
2. Participate as an advocate in activities that focus on improving the health care of patients and their families.
3. Participate in the identification of patient needs for referral to resources that facilitate continuity of care and ensure confidentiality.
4. Communicate patient data using technology to support decision-making to improve patient care.
5. Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or workplace need.
6. Supervise nursing care provided by others for whom the nurse is responsible.
7. Assist health care teams during local or global health emergencies or pandemics to promote health and safety and prevent disease.

ADN Program Conceptual Framework

The South Plains College Associate Degree Nursing Program conceptual framework is based upon the four nursing roles: a member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team, characterized by the specific entry-level competencies addressed within the four roles. The interrelationship of the four roles allows for the development of a curriculum, which is relevant, in terms of content, to the student and the community.

Differentiated Essential Competencies of Graduates of Texas Diploma and Associate Degree Nursing Education Programs is the guide for the ADN program. The background of the DECs is the original Board was charged to develop differentiated competencies for nursing education programs was issued by the then Board of Nurse Examiners (BNE) following a legislative mandate in 1988. Three different versions have been developed by Board staff with input from Board-appointed stakeholders (nursing educators, professional organizations, practicing nurses, state agencies, and consumers):

- 1993 – First Edition - Nursing Education Advisory Committee (NEAC)
- 2002 – Second Edition – Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs (DELCS)
- 2010 – Third Edition – Differentiated Essential Competencies of Graduates of Texas Nursing Programs (DECs)

A team of Board Staff that included both Nursing Consultants for Education and Nursing Consultants for Practice collaborated in the 2021 Fourth Edition to ensure a focus on both perspectives. Following the previous processes, a comprehensive review of current literature, practice standards, accreditation requirements, regulations, and research findings ensued. The guiding principles that were established by the first DECs committee have continued to be sound and useful in making revisions:

1. The DECs are client-focused, rather than institution-focused.
2. The DECs would not be developed as a list of tasks or skills.
3. Competencies will provide essential role responsibilities, knowledge, and clinical behaviors and judgments in broad terms.
4. Programs will be able to develop and create curricula for their communities, level of education, and program outcomes by focusing on the DECs.
5. The DECs are not all-inclusive of all nursing competencies but list competencies necessary for the nursing graduate to seek licensure and enter nursing practice.

Please see link for full 2021 Differentiated Essential Competencies of Graduates of Texas Nursing Programs -

https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf

Vocational Nursing Conceptual Framework

The Vocational Nursing Program curriculum is based on a holistic approach to mankind. Holistic curriculum takes a single subject as its entirety for the care of the educational program. Holistic subject matter is perceived as a continuum, and, therefore, man can be perceived as existing on a birth to death continuum, with health acknowledged as wholeness within a wellness continuum. Each course is presented as a part of the whole, not as a separate entity. Dialectic methodology preserves the progression of the curriculum in which each life phase is studied in a given course, with emphasis on the relationship of that phase to the life continuum. Founded in the nursing process, theory is integrated with clinical practice.

The aims, goals and objectives of the program identify the characteristics of vocational nursing education, while the entry-level objectives are organized according to the Texas Board of Nursing Differentiated Essential Competencies (DECS) for Vocational Nursing. These competency statements identify the major roles of nurses include to be a member of a profession, a provider of patient-centered care, a patient safety advocate, and a member of the health care team. These statements, which describe the expected behavior of the graduate vocational nurse, serve as a composite guide for curriculum development to ensure the inclusion of didactic and clinical components in preparing the entry-level graduate to function in a variety of structured practice settings. These threads may be found throughout the course of study and throughout this handbook.

As of Fall 2023 New Curriculum ADN Traditional Program Breakdown

Prerequisites							
Prefix	Course #	Name	Credit HR	Lecture HR	Lab HR	Contact HR	Clinical Hours
BIOL	2401	A & P 1	4	3	3	96	0
BIOL	2402	A & P 2	4	3	3	96	0
ENGL	1301	Composition 1	3	3	0	48	0
		Total Semester Hours	11	9	6	240	0
First Year - First Semester							
PSYC	2314	Lifespan Growth & Development	3	3	0	48	0
RNSG	1413	Foundations for Nursing Practice	4	3	3	96	0
RNSG	1205	Nursing Skills I	2	1	4	80	0
RNSG	1201	Pharmacology	2	1	4	80	0
RNSG	1160	Clinical Nursing I - RN Training	1	0	0	64	8
		Total Semester Hours	12	8	11	368	8
First Year - Second Semester							
RNSG	1441	Common Concepts of Adult Health	4	3	3	96	0
RNSG	2213	Mental Health	2	2	1	48	8
RNSG	2121	Professional Nurse Leadership and Management	1	1	0	16	0
RNSG	1144	Nursing Skills II	1	0	3	48	0
RNSG	2460	Clinical Nursing II - RN Training	4	0	0	192	16
		Total Semester Hours	12	6	7	400	24
Second Year - Third Semester							
RNSG	1443	Complex Concepts of Adult Health	4	3	3	96	0
RNSG	2201	Care of Children & Family	2	1	4	64	0
RNSG	2461	Clinical Nursing III - RN Training	4	0	0	192	16
HUMA		Humanities	3	3	0	48	0
		Total Semester Hours	13	7	7	400	16
Second Year - Fourth Semester							
RNSG	1146	Legal & Ethical Issues for Nursing	1	1	0	16	0
RNSG	2130	Professional Nursing Review & Licensure Preparation	1	0	3	48	0
RNSG	2432	Enhanced Concepts of Adult Health	4	4	0	64	0
RNSG	1251	Care of Childbearing Family	2	1	3	64	0
RNSG	2462	Clinical Nursing IV - RN Training	4	0	0	192	16
		Total Semester Hours	12	6	6	384	0
		Total Program Hours	60	36	37	1792	61

As of Fall 2023 New Curriculum ADN Transition Breakdown

Prerequisites							
Prefix	Course #	Name	Credit HR	Lecture HR	Lab HR	Contact Hours	Clinical Hours
BIOL	2401	A & P 1	4	3	3	96	0
BIOL	2402	A & P 2	4	3	3	96	0
PSYC	2314	Lifespan Growth & Development	3	3	0	48	0
ENGL	1301	Composition 1	3	3	0	48	0
		Total Semester Hours	14	12	6	288	0
Transition 2nd Semester							
RNSG	1327	Transition to professional Nsg	3	2	4	96	0
RNSG	2121	Professional Nurse Leadership and Management	1	1	0	16	0
RNSG	2213	Mental Health	2	2	1	48	8
RNSG	2360	Clinical Nursing, I - RN Training	3	0	0	144	16
		Total Semester Hours	9	5	5	304	24
Third Semester							
RNSG	1443	Complex Concepts of Adult Health	4	3	3	96	0
RNSG	2201	Care of Children & Family	2	1	4	64	0
RNSG	2461	Clinical Nursing III - RN Training	4	0	0	192	16
HUMA		Humanities	3	3	0	48	0
		Total Semester Hours	13	4	7	400	16
Fourth Semester							
RNSG	1146	Legal & Ethical Issues for Nursing	1	1	0	16	0
RNSG	2130	Professional Nursing Review & Licensure Preparation	1	0	3	48	0
RNSG	2432	Enhanced Concepts of Adult Health	4	4	0	64	0
RNSG	1251	Care of Childbearing Family	2	1	3	64	0
RNSG	2462	Clinical Nursing IV - RN Training	4	0	0	192	16
		Total Semester Hours	12	6	6	384	0
		Total Program Hours	60	27	48	1376	56

Vocational Nursing Curriculum Organization

Program Length

The program shall be a minimum of 12 months as set by the South Plains College Board.

Classroom and Clinical Practice Hours

Class hours include actual hours of classroom instruction. Clinical practice shall include actual hours of practice in clinical areas, clinical conferences and/or simulated lab experiences.

Minimum Program Hours

Total program hours shall be 48 semester hours (Texas Higher Education Coordinating Board.)

Course of Study

Level I: (16 semester hours)

An introduction to anatomy and physiology, introduction to ethical and legal aspects of nursing, a study of fundamental skills, care of the older client, introduction to disease processes and pharmacology, introduction to mental health and illness.

Level II: (16 semester hours)

Pre-requisite: Successful completion of all Level I courses. A continuation of Level I with emphasis on nursing care of the adult client and obstetrical nursing. Medication administration and advanced skills.

Level III: (16 semester hours)

Pre-requisite: Successful completion of all Level I & II courses including pediatrics with emphasis on specialty nursing, decision making and use of clinical judgment.

Please note that these classes are scheduled differently between the Reese, Levelland and Plainview campuses based on availability of clinical practice. Clinical practice will be correlated with theory throughout the year's program.

Vocational Nursing Program Curriculum							
First Semester							
VNSG	1420	Anatomy & Physiology for Allied Health	4	4	0	64	0
VNSG	1204	Foundations of Nursing	2	2	0	32	0
VNSG	1201	Mental Health & Illness	2	2	0	32	0
VNSG	1160	Clinical Nursing, I – VN Training	1	0	0	48	48
VNSG	1400	Nursing in Health & Illness I	4	4	0	64	
VNSG	1323	Basic Nursing Skills	3	2	2	64	
		Total Semester Hours	16	14	2	304	48
Second Semester							
VNSG	1227	Essentials of Medication Administration	2	1	1	32	0
VNSG	1409	Nursing in Health & Illness II	4	5.25	0	84	0
VNSG	1460	Clinical Nursing II – VN Training	4	0	0	192	192
VNSG	1330	Maternal-Newborn Nursing	3	3	0	48	0
VNSG	2331	Advanced Nursing Skills	3	2	3	80	
		Total Semester Hours	16	11.25	4	436	192
Third Semester							
VNSG	1331	Pharmacology	3	3	0	48	0
VNSG	1334	Pediatrics	3	3	0	48	0
VNSG	2410	Nursing in Health & Illness III	4	5	0	80	0
VNSG	1219	Leadership & Professional Development	2	2	0	32	0
VNSG	2461	Clinical Nursing III - VN Training	4	0	0	192	192
		Total Semester Hours	16	13	0	400	0
		Total Program Hours	48	38.25	6	1140	192

ADN/LVN Faculty Role Descriptions

Faculty

- Design course material to cover required content to meet course learning objectives.
- Work with Team lead regarding any concerns or questions about content or course objectives.
- Assure curriculum is mapped appropriately to the DECS and according to the current NCLEX test plan.
- Need to complete certification of rosters.
- Need to communicate with students about course expectations, learning objectives, policies, and procedures for the course.
- Responsible for syllabi being updated and Blackboard being student friendly.
- Responsible for all course communication related to your specific lecture. If you teach in a team, then your lecture time is your responsibility to assure that the students are meeting the objectives, and you are responsible for all communication about your portion of the course. However, you need to communicate with your course leader and team leader about all concerns and questions.
- Responsible for classroom management, keeping attendance according to course policy, and submitting graded work into the LMS system in a timely manner.
- Timely communication to students.
- Follow the department testing policy.
- Complete grading for class and clinical in a timely manner.
- Provide substantive feedback to students.
- Complete letters of success at designated times.
- Send students to the required or needed resources to help student success.
- Follow the formal remediation test policy.
- Become familiar with Blackboard and ATI resources.

Course Team Leader

The Team Leaders will report to the Director of Nursing Programs and have the following responsibilities:

- Organizing activities of their team; delegating responsibilities as needed and following up as needed.
- Working with Med/Surg team leader to run meetings and work on agenda.
- Ensure deadlines are met and record keeping is all up to date including:
 - Ensure syllabi are correct.
 - Ensure accuracy with grade entry.
 - Confirming attendance records are up to date each week.
 - Compile Course Files at the end of each semester
- Ensure all content taught is congruent with the level of curriculum. Ensure all content being taught is current evidence-based practice and testing is completed according to the department test plan.
- Requesting rooms and computer lab as needed.
- Communicate with the Simulation Coordinator and request needed resources in a timely manner to have lab and student prepared appropriately for the experience.
- Communicate with Director of Nursing Programs about clinical needs or concerns.

- Communicate with Med/Surg Lead Instructor and Director of Nursing Programs about curriculum, policies, and procedures.
- Orienting faculty new to the team.

Med/Surg Team Lead Instructor

The Lead instructor will report directly to the Director of Nursing Programs and have the following responsibilities:

- Will work directly with the Director of Nursing Programs and Curriculum Chair to meet the objectives of the three med/surg courses and serves over team in one semester of med/surg.
- Preside over weekly team meetings while working with course team leader on an agenda.
- Serves as a direct resource for faculty for the program curriculum and Nursing Policies and Procedures.
- Work on clinical sites and clinical schedules.
- Helping with test item analysis and making sure that learning objectives are being met in the didactic and clinical settings.
- Making sure that all team members that go to clinicals understand the clinical evaluation tool and how to appropriately grade students in a consistent manner.
- Delegating and following up on assignments as needed.
- Participate in orientation of new faculty.
- Serve as a mentor for new faculty.
- Serve as a resource for course team leader.
- Participate in assigned committee meetings as needed.
- Monitor course revisions to ensure the integrity of the curriculum.
- Oversee and work with the team to complete the course mapping to the DECS and the NCLEX test Plan as revisions are needed.
- Ensuring the workload of the student is appropriate to the level of the student as well as making sure they do have a home/school balance.

Lab Coordinator

The Lab Coordinator will report directly to the Director of Nursing Programs and have the following responsibilities:

- Will work directly with the Director of Nursing Programs and Curriculum Chairs to meet the objectives of all nursing courses.
- Need to attend any team meetings that may involve discussing lab set up, needs, rubrics, etc.
- Serves as a direct resource for faculty for the program and helps faculty meet the learning needs of the students.
- Participate in orientation of new faculty to learn the lab set up and policies.
- Serve as a mentor for new faculty.
- Serve as a resource for course team leader, you need to be checking in with them weekly to identify needs.
- Participate in assigned committee meetings as needed.
- Monitor changes in hospital policies and evidenced based practice changes.
- Need to identify the need to order new supplies or equipment.

- Work with faculty to understand the needs of the student's lab kits, get PO's from vendors and submit orders once PO's are approved by the nursing director.
- Lab medications need to be made along with any type of demonstration stations and lab practice/check off needs.
- The lab must be kept clean and neat at all times and laundry needs to be done as needed and all laundry done at the end of the semester.
- This job requires helping students at bedside. They should see the person in this position as a resource so you must be familiar with all aspects of the skills and rubrics that need to be checked off.
- May require grading of student's skills tapes or live check offs.

Faculty Contracts

South Plains College offers 9-month, or 12-month contracts and salary adjusts according to the pay scale from the Human Resources Office. You are notified in writing if your contract will be renewed or not renewed from the Office of the President of South Plains College. If you are not tenured then your contract does not have to be renewed. Contracts come out in spring every year. If your contract is not renewed, then you will finish out the semester you are currently in but will not be asked to return in the Fall semester. If you are tenured, you will still receive a contract every year. If you are not tenured by year seven under the South Plains College Faculty Handbook, then your contract will be terminated. If you break your contract, you may not be considered eligible for rehire. For rank promotions we follow the guidelines in the South Plains College Faculty Handbook.

Faculty Instructional Load

Instructional load is primarily based on instructional contact hours (ICH), student contact hours (SCH) and program specific student enrollment. Typically, and with administrative approval, fifteen instructional contact hours or 510 student contact hours are considered a normal load for full-time faculty members.

- Lecture courses only – lecture hours are calculated at one instructional hour for one lecture hour.
- Lecture/Lab courses – the lecture hours are still one for one, but the lab hours are calculated at ½ of one instructional hour for each lab hour.

ADN Faculty By-Laws

ARTICLE I – TITLE

This organization shall be known as the Faculty Organization of South Plains College (SPC), Associate Degree Nursing Program (ADNP).

ARTICLE II – PURPOSE, OBJECTIVES, AND FUNCTIONS

Section I – Purpose: Faculty members, through their participation in the Faculty Organization, are provided the opportunity to share in the authority and the responsibility for the operation of the Program; this includes planning, implementing, and systematically evaluating all elements of the Program.

Section II – Objectives:

- A. Implements the educational policies, which are in accord with the philosophy and objectives of SPC and the ADNP.
- B. Evaluates the curriculum of the Program in the light of current educational, social, and professional trends.
- C. Promotes growth in the continuing educational and professional advancement of the faculty of the Program.
- D. Facilitates the expression of ideas and discussion of problems by all members of the faculty.

Section III – Functions:

- A. Updates the philosophy, purposes, and outcomes of the Nursing program.
- B. Analyzes all activities for the improvement of the total Program.
- C. Provides for the revision and evaluation for the Program according to changing needs and trends in nursing education.
- D. Provides a climate of dynamic interaction between faculty and students.
- E. Formulates and implements the educational policies of the Program through a democratic organization.
- F. Reviews and takes action on all recommendations from faculty committees, Advisory committee, and clinical Affiliates.
- G. Maintains a supportive atmosphere essential for social and intellectual growth of faculty and students.
- H. Establishes criteria for admission, progression, and graduation of nursing students.
- I. Refers recommendations concerning the Nursing Program through appropriate channels of SPC.
- J. Analyzes the recommendations.
- K. Assists in the preparation of the annual budget.
- L. Promotes recruitment through interpretation of the program to lay groups and prospective candidates.

ARTICLES III – MEMBERHSIP

Section I – Executive Membership: The membership of the organization shall consist of the Director and all of the full-time and part-time faculty in the ADNP of SPC. These members will be executive members and make up the executive session.

Section II – Contributory Membership:

- A. Contributory membership will consist of students currently taking a nursing course at SPC.
 - 1. One student representative from semester 1 and one student representative from semester 2 appointed by the students in September and January.
 - 2. One student representative from semester 3 and semester 4 appointed by the students in September and January.
 - 3. One advanced placement student representative appointed by the students in September and January.

Section III – Privileges: Participation in meetings, membership on committees, and the privilege of the vote shall be accorded to executive members.

ARTICLE IV – MEETINGS:

Section I – Regular Meetings: Regular meetings shall be held monthly during the academic year.

Section II – Special Meetings: Special meetings may be called at any time by the Director of the Program or upon written request to the Director by two or more members.

Section III – Annual Meeting: There shall be an annual meeting at the end of the Spring semester.

Section IV – Exclusion of Contributory Membership: The Chairperson of any committee reserves the right to exclude contributory membership from the committee when deemed necessary.

Section V – Quorum: Two-thirds (2/3) of the membership including Chairperson.

ARTICLE V – OFFICERS

Section I – The officers of the organization shall be:

- A. Chairperson – Program Director
- B. Secretary –Department Secretary

Section II – Duties of Officers:

- A. The Chairperson shall
 - 1. Prepare the agenda for all meetings.
 - 2. Preside at all meetings.
 - 3. Appoint committees and Chairperson of any committees designated by the rules and regulations.
- B. The Secretary shall
 - 1. Record minutes of all faculty meetings in designated form
 - 2. File and preserve one copy of the minutes in the Program Directors office.
 - 3. File and preserve all committee reports.

ARTICLE VI – COMMITTEES

There shall be two classes of committees: Standing and Ad Hoc

Section I – Standing Committee: There shall be three standing committees

- A. Curriculum Committee
- B. Admissions/Academic Standards Committee
- C. Faculty Development Committee

Section II – Ad Hoc Committee The ad hoc committee will be appointed by the Director of the ADNP.

These committees are to function until the purpose for which they have been appointed has been fulfilled.

Section III – Committee Membership The organization shall have the following committee membership:

- A. Curriculum Committee will consist of
 1. Program Director or designee will be chairperson
 2. Members consist of all course leaders
 3. Meets monthly and as needed as determined by chairperson
 4. Director of ADNP will serve as ex-officio member
 5. Contributory membership
 - a. One student representative from semester 2 appointed by the students in September and January.
 - b. One student representative from semester 3 and semester 4 appointed by the students in September and January.
 - c. One Advanced placement student appointed by the students in September and January.
- B. Admissions/Academic Standards voting members will consist of:
 1. The Director of the ADNP will act as chairperson (votes only if there is a tie)
 2. Five members of the faculty appointed by the Director of the ADNP each year.
 3. Nursing Success Coordinator
 4. One member of the counseling Center staff appointed by the Director of the ADNP
 5. Three members at large from SPC, appointed by the director of the ADNP each year (English, Math, and Science)
- C. Faculty Development Committee will consist of:
 1. Faculty members appointed by the Director of ADNP
 2. Chairperson to be elected on first meeting.
 3. Monthly meetings and as determined by the chairperson.
- D. Ad Hoc Committee will consist of:
 1. Members appointed by Director of the program of ADNP.
 2. Chairperson to be elected on first meeting.
 3. Meetings as needed, determined by the chairperson.

Section IV – Objectives and Functions The objectives and functions of these committees shall be:

- A. Curriculum Committee
 1. Objective: Implements a curriculum which provides for professional and personal growth of the student by implementing the philosophy and objectives of the Program
 2. Functions:
 - a. To formulate curriculum and objectives of the Nursing Program in keeping with the philosophy and objectives of the School.
 - b. Through cooperative planning, to develop and to improve the curriculum in relation to student needs, available facilities, and changing trends in nursing education.

- c. To evaluate the total curriculum periodically and give guidance in planning a sound and effective Program.
 - d. To develop overall educational policies.
 - 3. To hold meetings monthly scheduled during the academic year.
- B. Admissions/Academic Standards
 - 1. Objective:
 - a. To select applicants who have met admission criteria of the Program, and establish criteria for disciplinary action, and progression.
 - 2. Functions:
 - a. To formulate criteria for selection of applicants.
 - b. To review policies of the School for admission of applicants.
 - c. To determine appropriate disciplinary actions regarding inappropriate student behavior.
- C. Faculty Development Committee
 - 1. Objective:
 - a. To facilitate opportunities for professional and personal growth of the faculty
 - 2. Function:
 - a. To arrange continuing education for faculty to enhance educational and professional growth.
- D. Ad Hoc Committees
 - 1. Objectives:
 - a. According to purpose of appointment
 - 2. Function:
 - b. According to purpose of appointment

ARTICLE VII – ORDER OF BUSINESS

- A. Call to order
- B. Approval of the minutes of the previous meeting
- C. Report of Standing Committees
- D. Student Representatives Report
- E. Old Business
- F. New Business
- G. Announcements
- H. Correspondence (when applicable)
- I. Adjournment

ARTICLE VIII – MINUTES

The minutes of all meetings shall be recorded and retained in the Program Directors office. Minutes from the Admissions/Academics Standards Committee shall not be released to any individual or entity except through appropriately executed legal requests. (ie: through an attorney or court)

ARTICLE IX – AMENDMENTS

Section I – Rules and Regulations Amended: The Rules and Regulations of the Faculty Organization may be amended at any regular or annual meeting.

Section II – Percentage of Vote: There must be a two-third (2/3) vote of the membership present to amend the Rules and Regulations.

Section III – Procedure: A copy of the proposed amendment must be sent to the members one week prior to the meeting. These bylaws may be amended without previous written notice at any regular meeting by a 99% vote of all members.

ARTICLE X – PARLIAMENTARY AUTHORITY

Deliberations of all meetings of this organization shall be governed by “Robert Rules of Order, Revised”.

Vocational Nursing Committees

Vocational Education Standards Committee (VESC)

1. The Vocational Education Standards Committee (VESC) is the nursing faculty committee that meets to review all policies, procedures, and student activities of the VNP. Only nursing faculty sit on this committee. The VESC also serves as the disciplinary arm for the VNP and reviews all requests for readmission. Student input may be sought by this committee for policy and procedure changes. A minimum of three faculty must be present for quorum to make decisions regarding the VNP and/or student discipline.
2. VN Admissions Committee will consist of VN faculty, VN Program Coordinator, Director of Nursing Programs, Nursing Success Coordinator and Student Success Specialist.

Maintaining Student Privacy (FERPA)

The Family Educational Rights and Privacy Act, known as “FERPA”, was enacted by Congress to protect students’ rights to privacy, inclusive of grades, academic records, and demographic information. This could result in counseling, extra training or may lead to termination. To avoid violations of FERPA rules; DO NOT DO ANY OF THE FOLLOWING:

- Use student social security or Student ID number in any posting or attendance roster.
- Return graded materials for students to pick up by sorting through papers of all students.
- Discuss the progress of any student with anyone other than the student (including parents or spouse).
- Give constructive feedback to any student in a public area; ensure privacy for all conversations related to performance even if good feedback.
- Provide information regarding student schedules except as required at the clinical facilities.
- Share student email addresses, phone numbers or home addresses.
- If in doubt, do not release student information. Refer the request to the appropriate person within the college.

Professional Boundaries

Nursing students must learn the importance of establishing and maintaining professional boundaries. Boundary violations occur when professional lines of behavior are crossed. Violations may be inadvertent, purposeful, or thoughtless, and may occur when there is misunderstanding of the needs of the nurse and student and/or the patient. Professional boundary violations occur when there is role reversal, secrecy, or excessive disclosure of personal information. It is the responsibility of the clinical instructor to ensure that professional boundaries are maintained in student/instructor and student/patient interactions. Faculty and Student.

- Faculty and students will maintain a professional relationship.
- Avoid discussions of personal issues with students. Faculty should not act as personal counselors or therapist. Students should be referred to college counseling services as needed.

- Do not discuss other instructors or other students with students; always maintain a professional relationship. If students' express concerns about instructors, they should be encouraged to follow the Student Handbook/campus policies and guidelines for resolution.
- Faculty should NOT join an individual, group, or class in social situations or participate in student social networking sites.
- Faculty should not accept gifts or money as gratitude for instruction.
- Students should maintain a professional nurse-patient relationship.
- Students must treat all patients, as well as other health care providers, professionally and should work within the zone of patient-centered care.
- Students should abstain from obtaining personal gain at the patient's expense and refrain from inappropriate involvement in the patient's personal relationships.

Source: National Council of State Boards of Nursing. (2014). A nurse's guide to professional boundaries, [Brochure].

Nursing Instructor Attire

As professionals and representatives of South Plains College Nursing department, faculty are expected to role model professionalism in behavior, practice, and appearance. Therefore, the following dress code guidelines are recommended to present a professional image to our clinical partners and to promote and encourage professionalism in our nursing students. Please refer to the South Plains College Nursing Student Handbook for additional information regarding student dress code guidelines.

Teaching in the classroom and clinicals we should at all times demonstrate professionalism. The dress code should be professional business attire or scrubs, that includes your South Plains College identification badge which should be clearly displayed on scrub shirt or business shirt. **Faculty are asked to refrain from wearing jeans (except on Fridays at the office with SPC t-shirt or SPC nursing shirt and any jeans may not be torn or have cut out), shorts, cut offs, crop tops, tops should be modest, tank tops, avoid anything that could be seen as offensive or have inappropriate language or designs to others on shirts and pants, exercise attire, yoga pants, leggings, jeggings, or tight/revealing clothing.** Our students cannot wear hair color that is not natural and professional looking, and we should role model and follow the same guidelines as the students. False nails also are not appropriate in the clinical setting for the same reason students and the nurses are not allowed to wear them.

Clinical faculty are expected to wear scrubs in clinical and lab settings. A white lab coat may be worn if desired. If a white lab coat is worn it should be clean and pressed. A college identification badge is always required in the clinical and lab setting and should be clearly displayed on scrub shirt or white coat. Street clothes are not suitable during patient care experiences, but some exceptions may exist in specialty rotations. Clinical faculty are asked to refrain from wearing jeans, shorts, tank tops, leggings, jeggings, tight/revealing clothing, or exercise attire while on campus or at the clinical site.

Nursing and SPC Committee Assignments

Faculty will be appointed to different committees to help serve the South Plains College Nursing Program and students effectively. You may also be assigned to a South Plains College Committee. You need to make sure that you are aware of your assignments and participate in committee meetings as this is part of your assigned duties for faculty members.

Social Media Usage

Social media needs to be used responsibly and appropriately. Remember we do not interact and engage with students on Facebook, Snapchat, Instagram, etc. Also, at no time should you be discussing or implying anything about your job, coworkers or students that would reflect poorly on the school, staff, or students.

Attendance Requirements

Nursing faculty are to work at least 35 hours per week and have 8 office hours on campus per week. If you are going to be out of the office or clinical, you must submit an (Absentee Form) pink slip to the Director of Nursing Programs or the LVN coordinator. If you make appointments, it would be best for your students if you can schedule it on a day, you are not lecturing, giving an exam or in clinical it would help decrease the negative impact on students and the rest of your team.

Faculty are required to conduct clinical requirements during the scheduled hours for the full instructional time and must always remain in the clinical agency with students during scheduled clinical hours. It is never appropriate to cancel any part of the clinical day, begin clinical late, or to dismiss students from clinical before the scheduled end of the experience unless the college has directed us related to some type of weather or natural disaster event. If it is necessary to cancel clinical hours, change clinical times, or change the class location, the instructor must notify the appropriate person at the college in advance. In case of illness or emergency, it is imperative that the clinical instructor notify the course lead and/or Director of Nursing Programs as soon as possible. A substitute may be found, or the clinical day may need to change to a different type of clinical activity if a substitute is not able to be found. We must meet a certain number of clinical hours per the Texas Board of Nursing guidelines.

Employee Documents

You must maintain a current Texas license and it is your responsibility to submit a current copy of licensure at time of renewal so the copy can be placed in your employee file. It is also your responsibility to keep up with all required immunizations per facility guidelines to meet clinical requirements. Your CPR must be kept current as part of the facility requirements. Any updates or changes to these records must be provided so a copy can be placed in your file. It is your responsibility to keep up with when these expire and present a current copy of completion.

Faculty Evaluation

You will be reviewed on an annual basis and your evaluation will be based off of your performance in the classroom and clinical setting, your student evaluations and your evaluation from your teaching evaluation. A self-reflection assessment and annual professional development related to nursing education and area of teaching will also be required for part of the performance evaluation. If under the mentor/mentee program the faculty orientation checklist, the mentor/mentee evaluations and the mentor/mentee conference forms will all be part of the evaluation as well.

Time Off

You receive three personal days in an academic calendar year, and you do accrue seven sick hours per month. On your personal days, if at all possible, please try and take on days that do not interfere with lecture or clinical and you should be the one who administers your test that you have lectured over unless it is just absolutely out of your control to not be there on test day. Please remember to complete your pink slip and give it to the Nursing Director to sign. If you do need to be off, please work on schedule with your team to make as little impact on the students as possible.

Office Hours

Each faculty member must file a schedule of classes, laboratories and office hours with the appropriate chairperson and division Dean shortly after classes begin each semester. It is expected that faculty members will be available for student consultation and must adhere to their posted office hours (8 hours per week). Office hours per week must be scheduled on Fridays if the faculty member's teaching load does not include a class scheduled on Fridays. Faculty should be available as needed on Fridays for office hours or meetings as directed by each departmental chairperson. The departmental chairperson and when applicable, the extension center director, must be notified of any cancellation or modification of office hours.

Canceling or "walks" for class

In order to dismiss a class, a faculty member must check with the department chairperson who will report to the divisional dean of the college. "Walks" are not a part of the educational program at South Plains College. Classes must not change the time of meeting or room assignments without first reviewing the situation with the appropriate chairperson and dean. Weather issues come directly from the college regarding canceling or delaying of classes. You must watch your local news, email, and phone for alerts regarding cancelations or delays.

Student Evaluation of Faculty

Students evaluate every faculty member each semester via an online evaluation survey given through Blackboard. It is the faculty members' responsibility to review evaluations and have self-reflection about their performance rating. It is also important for faculty to discuss with the nursing director any concerns or trends that are shown within the evaluations. This is a percentage of your performance evaluation. You will be reviewed on an annual basis and your evaluation will be based off your performance in the classroom and clinical setting, your student evaluations, and your evaluation from your teaching observation evaluation. A self-reflection assessment and annual professional development related to nursing education and area of teaching will also be required for part of the

performance evaluation. If under the mentor/mentee program the faculty orientation checklist, the mentor/mentee evaluations and the mentor/mentee conference forms will all be part of the evaluation as well.

Professional Development Activities

South Plains College Nursing Department encourages professional development of its faculty through academic studies, work experiences, workshops, seminars, professional journals, participation in professional organizations, participation in research projects and grants, community service and so on. Each faculty member is encouraged to exercise individual initiative in identifying and meeting their own needs. The Nursing Department maintains a subscription to Nurse Tim that faculty have access to for approved CNE credit. The South Plains College Nursing Department also offers membership to the Organization of Associate Degree Nursing (OADN) to each faculty member.

In addition, all faculty are expected to participate in required college wide professional growth and development programs. The college offers a variety of optional programs throughout the year that address different topics and issues.

All licensed faculty are required to meet the Texas Board of Nursing requirement for continuing education. Each faculty member should record completed continuing education activities and annually keep an updated list in their personnel file in the Nursing Department Directors office. A Professional Development Form template is available in the Nursing Orientation Blackboard Course.

Graduate Study for Faculty

Rule 4.13.7 from the South Plains College Faculty Handbook states the following: The institution works closely with faculty members who are pursuing additional graduate study. A faculty member may pursue graduate study around one's teaching schedule with the approval of the departmental chairperson and the appropriate dean. Faculty members receive pay incentives upon completion of specified education levels.

All faculty need to communicate to the Nursing Director and the Dean of Health Sciences about time out of office related to scheduled school activities. Please try and make every effort to have it not interfere with teaching or clinical schedule when possible.

Nursing Faculty Liability Insurance

Liability Insurance for clinical experiences is required and is provided by South Plains College but is solely related to claims arising out of the supervision/instruction of the students insured under the provisions of the policy.

Liability Insurance for classroom teaching is available through the Texas Community College Teachers Association (TCCTA) and is left to the discretion of the individual faculty member.

SPC Issued Technology

You have been issued a faculty laptop. It is your responsibility to use it appropriately and keep it protected from theft. This is for work related business and is not your personal laptop. What is on it is school property. Do not leave your computer visible in your car where it can be seen and stolen. Make sure you have your computer securely passworded as you have sensitive student information on it.

Guidelines for Faculty Behavior and Attendance

1. Faculty are expected to always maintain an environment conducive for learning.
2. We are to be professional in our presentation of material and in all correspondence to peers and students. This includes refraining from the use of “swear” words, derogatory slang, using medical terminology and not using “street” language. We are to hold ourselves to a higher standard and set an example.
3. Professional appearance and dress for the teaching environment is required. We follow the same rules as the students in demonstrating professionalism and following the rules on dress, piercings, tattoos, fake nails (in clinical settings) and hair coloring.
4. If you are going to be absent, then an email or phone call to the Team Leader and Director of Nursing is required. Pink slips are to be completed for all absences or personal days taken.
5. We are role models for the nursing profession, and we must make sure that we are demonstrating professionalism as students are watching us.
6. Cell phones should not be used by faculty when lecturing, helping students in the lab or with students in clinicals unless necessary for an emergency.

Retaliation

Policy FH in the South Plains College Handbook for students and faculty is as follows:

Retaliation Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this Policy. Acts of alleged retaliation should be reported immediately to the Title IX Coordinator (for cases involving students) or the Human Resources Director (for cases involving only employees) and will be promptly investigated. The College will take all appropriate and available steps to protect individuals who fear that they may be subjected to retaliation. South Plains College and any member of SPC’s community are prohibited from taking or attempting to take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Filing a complaint within Process B could be considered retaliatory if those charges could be applicable under Process A, when the Process B charges are made for the purpose of interfering with or circumventing any right or privilege provided afforded within Process A that is not provided by Process B. Therefore, the College vets all complaints carefully to ensure this does not happen, and to assure that complaints are tracked to the appropriate process. The exercise of rights protected under the First Amendment does not constitute retaliation. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute retaliation, provided that a determination regarding responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith.

General Information About Safe Harbor

The following is from the Texas Board of Nursing:

Safe harbor is discussed in Texas Board of Nursing (Board or BON) Rule 217.20 and in Chapter 303 of the Texas Occupations Code (Nursing Peer Review Law or NPR Law). Safe harbor is a process that protects a nurse from discipline by the Board and retaliation, suspension, termination, discipline, or discrimination from the employer for invoking safe harbor in good faith. [Board Rule 217.20(a)(6) & (a)(15); NPR Law §303.005(c)]

If a person required to have a nursing peer review committee (which is based upon the number of nurses regularly employed, hired, or contracted) requests a nurse to engage in conduct that the nurse believes violates a nurse's duty to a patient and/or could result in a violation of the Texas Nursing Practice Act (NPA) or Board rules, the nurse may request a safe harbor nursing peer review determination of whether the requested conduct or assignment violates a nurse's duty to a patient. [NPR Law §§303.0015 & 303.005(b)]

Safe harbor must always be invoked PRIOR TO engaging in the conduct or assignment at any of the following times:

- when the conduct is requested or assignment is made,
- when changes occur in the request or assignment that so modify the level of nursing care or supervision required compared to what was originally requested or assigned that a nurse believes in good faith that patient harm may result, or
- when the nurse refuses to engage in the requested conduct or assignment. [Board Rule 217.20(d)(1)]

The nurse must notify the supervisor who requested the conduct or assignment in writing that the nurse is invoking safe harbor. The content of the initial notification must meet the requirements for a Safe Harbor Quick Request. If a nurse is unable to document such due to immediate patient care needs, the nurse may orally invoke safe harbor by notifying the nurse's supervisor of the request; and, in that event, the nurse's supervisor must record in writing the requirements for a Safe Harbor Quick Request. Either way, a detailed written account of the safe harbor invocation that meets the requirements of a Comprehensive Written Request for Safe Harbor Nursing Peer Review must be completed by the nurse

before leaving the work setting at the end of the work period. A nurse invoking safe harbor to question the medical reasonableness of a physician's order in accordance with NPR Law §303.005(e) and Board Rule 217.20(d)(6) must follow the same process described above.

To secure the safe harbor protections outlined in the NPR Law and Board Rule 217.20, the nurse must invoke safe harbor appropriately and in good faith. BON Staff have designed safe harbor forms to help nurses properly capture all of the information required for a valid safe harbor invocation. Use of the BON's form is not required by a BON law or rule. The necessary information may be documented in any format, provided it is in writing and contains the information required by the NPR Law and Board Rule 217.20. Your facility should have additional policies and procedures concerning safe harbor and may require use of a specific form.

A nurse invoking safe harbor may engage in the requested conduct or assignment while awaiting the nursing peer review determination UNLESS the conduct or assignment:

- would constitute unprofessional conduct (please see Board Rule 217.12) and/or criminal conduct, i.e., fraud, theft, patient abuse, exploitation, or falsification; or
- would be beyond the nurse's scope, meaning the nurse lacks the basic knowledge, skills, and abilities that would be necessary to render the care or engage in the conduct requested or assigned at a minimally competent level such that engaging in the requested conduct or assignment would expose one or more patients to an unjustifiable risk of harm.

Nursing Peer Review Committee

The Nursing Peer Review Committee is established in compliance with the State of Texas Nursing Practice Act (N.P.A). The act requires reporting of reportable conduct to the Texas Board of Nursing (BON) by individual registered or licensed vocational nurses, employers, professional associations and certification bodies, insurance companies, and judicial systems. [Tex. Occ. Code §[303.001\(4\)](#); Tex. Admin. Code [217.19\(a\)\(14\)](#) and [217.20\(a\)\(14\)](#)]

Reportable Conduct

1. Exposes or is likely to expose a patient or another person unnecessarily to risk or harm;
2. Has engaged in unprofessional conduct (BON Rule 217.13);
3. Has failed to care adequately for a patient [N.P.A. Article 4525 (b) (12)]
4. Has failed to conform to the minimum standards of acceptable Nursing Practice Act [N.P.A. Article 4525 (b) (12), BON Rule 217.11] and/or
5. Is likely to be impaired by chemical dependency [N.P.A. Article 4525 (b) (8), (10), (11)]. The option exists to report through Texas Peer Assistance Program for Nurses (TPAN).

South Plains College, through the Nursing Peer Review Committee process, will notify the BON of any termination or substantive disciplinary action of a registered nurse teaching Nursing/allied health which

has been defined as reportable conduct that occurred while performing as an employee of South Plains College.

Committee Composition

The Nursing Peer Review Committee (NPRC) is composed of RN members and should represent a balance of faculty and administration in various programs.

Members are appointed by the Vice President of Academic Affairs and will be notified in writing.

Members will serve two-year terms beginning on the first day of the fall semester calendar. Terms will alternate on opposite years. The same committee may continue beyond the deadline if a referral is under consideration.

Membership of the NPRC will represent a 1:3 ratio for all registered nurses employed by South Plains College. As part of this ratio, the following four members will be included as a minimum:

1. One member from among the chairmen of the following departments: Vocational Nursing, Associate Degree Nursing, Surgical Technology and Emergency Medical Services.
2. The committee will consist of an odd number of members to avoid a tie vote. If the 1:3 ratio results in an even number of committee members, the Vice President of Academic Affairs will appoint one additional member.
3. If a report is initiated against a NPRC member, that person will be removed from the committee temporarily and a substitute will be appointed by the Vice President of Academic Affairs pending the results of the review process.
4. The appointed committee members will elect a committee chairman. If the committee chair is also a department chairman who is to review a RN from their department, the committee chair will be temporarily replaced as a chair.

Committee Authority

The NPRC functions to review reports that the action or actions of an RN, while performing as a South Plains College employee, constitutes reportable conduct. If a report involves events at a health care agency facility, while the nurse is performing as a South Plains College employee, the nurse shall be subject to peer review by both South Plains College and the health care agency or facility. The authority of the NPRC is limited to the investigation of reports and the presentation of the committee's findings to the RN's department chairman, or to the Board of Nursing as permitted or required by law.

Committee Process

The completed form (NPRC Form A-individual's Report to the Nursing Peer Review Committee) is submitted to the chairman of the NPRC. The chairman schedules a date and time, no more than thirty calendar days from the date upon which the report was received, for initial review.

The NPRC will afford the nurse being reviewed minimum due process. The NPRC chairman notifies the RN in writing, that a report has been filed with the NPRC. The written notice includes:

1. A description of the events to be evaluated in sufficient detail to inform the nurse of the incident, circumstances, a conduct (error or omission), and should include date(s), time(s), locations(s) and individual(s) involved;
2. Date and time of the hearing;
3. The name, address, and telephone number of the contact person to receive the nurse's response;
4. The nurse is provided the opportunity to appear before the committee, make a verbal statement, ask questions, and respond to questions of the committee and provide a written statement regarding the even under review;
5. The nurse is provided the opportunity to review, in person or by attorney, at least fifteen calendar days prior to appearing before the committee, documents concerning the event under review; and
6. A copy of the peer review plan, policies and procedures.

The identity of the person making the report is confidential and not disclosed to the reported RN. An investigation may take place, coordinated by the NPRC chairman, prior to the review, to gather data pertinent to the report.

The NPRC will meet at the initial review to discuss the report, investigate findings, and conduct interviews. The person who filed the report, and witnesses may attend the hearing only while testifying. Witnesses are limited to those people with firsthand knowledge of the events under review. In the case of the individuals are not able to attend the meeting in person, signed written statements may be obtained by a member of the NPRC.

The committee will determine whether or not the actions of the RN undergoing review constitute reportable conduct no more than fourteen calendar days from the committee meeting stated in the notice. The committee will reach a decision by majority rule vote.

Upon final determination of the committee's findings, the RN undergoing review is informed in writing by the NPRC chairman of the committee's findings and is given five working days to submit a written rebuttal statement. This written statement shall become a permanent part of the findings. After the five-day period, the NPRC chairman submits all reports and statements of the RN's department chairman or Board of Nursing as permitted or required by law.

The department chairman will submit to the Board of Nurse Examiners the results of the peer review process if reportable conduct is determined. The report to the Board of Nurse Examiners shall include what corrective action was taken against the RN and whether formal disciplinary action by the Board of Nurse Examiners is recommended.

Student Governance

Students have a voice in a safe area to express their opinions, positives, and concerns. Each semester a student should be selected by peers and instructors to represent their semester. Two students should be selected per semester. One to participate in the curriculum committee meeting and one to participate in the faculty meeting.

Guidelines for the Clinical Experience and Evaluation

1. Faculty are responsible for adhering to the Texas Board of Nursing Rules 214.10 & 215.10 Clinical Learning Experiences which includes the following:

“Clinical learning experiences shall include the administration of medications, health promotion and preventive aspects, Nursing care of persons throughout the life span with acute and chronic illnesses, and rehabilitative care.

- a. Students shall participate in instructor supervised patient teaching.
 - b. Students shall also be provided with opportunities for participation in clinical conferences.
 - c. Simulated laboratory experiences may also be utilized as a teaching strategy in classroom and clinical settings to meet objectives and may be counted as either classroom or clinical hours for the purpose of calculating the hours in the curriculum.”
2. All faculty are expected to contact the appropriate clinical personnel before the clinical rotation begins. Objectives and skill level of the students for each rotation are to be given to the Supervisor/Head Nurse and any other charge nurse prior to the beginning of the rotation.
 3. If the faculty and/or student are involved in any type of incident while in the clinical area, the faculty should promptly notify the Director of Nursing Programs and or LVN Program Coordinator, complete any required paperwork and make a copy, and record any additional personal notes about the incident for additional detail.
 4. Faculty are responsible for completing the weekly clinical evaluation tool and providing substantive feedback, so the student knows what their strengths and weaknesses are. The weekly tool should be discussed with the student, and the faculty should provide substantive feedback for the student to understand the grade received. Make sure that the student and the faculty both need to sign the evaluation tool.
 5. It is required to complete midterm and final evaluations for formative and summative evaluations. The information should be identified from the weekly clinical evaluation tools. The signed midterm and final evaluation tools must be uploaded to Blackboard. It is important to provide feedback for the students, so they have a good understanding of their strengths and weaknesses and that you provide tools to help them be successful moving forward and for them to demonstrate progression.
 6. Any remediation forms (or a copy) should be attached to the Clinical Evaluation Tool. Instructor personal notes may not be attached to the Tool.

7. The faculty are expected to review the evaluation with the student. This is to help the student learn from the positives and the different learning opportunities experienced during the clinical day. Once completely reviewed, then the faculty and student must sign the Clinical Evaluation Tool. If it is necessary to change any grades or comments on the Tool after the student has signed it, the student must be made aware of the changes and at least initial any changes.
8. At the end of the semester, the Clinical Evaluation Tool and attachments must be placed in the course file.
9. If the faculty and/or student are involved in any type of incident while in the clinical area, the faculty should promptly notify the Director of Nursing Programs and or LVN Program Coordinator, complete the South Plains College Health Occupation Exposure Report (Appendix 1) paperwork and make a copy, and record any additional personal notes about the incident for additional detail.

Clinical Instruction Overview

Faculty members are expected to actively supervise students and to guide their learning throughout the clinical time. It is your responsibility to be keeping up with evidenced based practice so that the students are being taught current practice. The instructor must be with students on the unit and available to students with their cell phone. Students are responsible for notifying instructors of opportunities to perform tasks and/or procedures which require instructor supervision. Students should listen to reports on their unit if permitted by the clinical agency. After taking report, the instructor should regularly round on all students and be checking with patients and nurses for feedback on the student performance since the instructor cannot be with just one student. When not actively assisting or supervising a student, the instructor should continue to make rounds on all students throughout the clinical day. Students are accountable for their actions and behaviors to patients, staff and their instructor and are expected to follow the policies of the nursing program and the clinical agency. Nursing instructors are accountable for their decisions and actions, including making student assignments, providing student orientation and ongoing support, monitoring of clinical performance, and timely intervention whenever patient safety could be compromised. Although student nurses are assigned patients and provide patient care, agency nursing personnel are ultimately responsible for their patients. In addition, faculty members are not required to “co-sign” for procedures or medication administration that they do not actually witness/supervise. Co-signing for a procedure or a medication indicates that the instructor is accepting responsibility that the procedure was performed correctly, or the medication was accurately administered.

The instructor is responsible for:

- Use clinical paperwork and evaluation tools for each semester designated by Curriculum Committee and voted by Program faculty.
- Observing or assisting students with skills and therapies for the first experience and then as needed
- Assessing medication knowledge and monitoring medication calculation and administration
- Reviewing documentation and following facility guidelines for student documentation
- Encouraging and coaching students to develop and enhance critical reasoning.
- Helping identify student strengths/areas for improvement and goal setting.
- Role modeling professional behaviors and standards
- If you are instructing as a BSN prepared nurse, you may give feedback but cannot evaluate or

grade. An MSN prepared faculty member will have to provide the actual evaluation and grade. to any student performance or evaluating and grading care plans, care mapping, presentations and other projects.

- Completing all student evaluations, including the final formative/summative evaluation
- Consulting with faculty lead for questions/concerns about student performance Laboratory Days/Alternative Clinical Experiences/Simulation Nursing courses include didactic and clinical components.
- Course and student clinical learning outcomes can be achieved in a variety of ways, including skills practice and mastery, high and low fidelity simulation lab experiences, case studies, “virtual” clinicals, IV simulations, community based clinical assignments, and other instructor-facilitated, instructor-evaluated activities.
- Clinical faculty teaching assignments may include facilitation of student skills proficiency by assisting during practice time and demonstration of skill competency, participation in simulation lab experiences, facilitating group projects, or overseeing students in community settings.
- Use of Photography or Digital Recording is a part of skills lab and/or simulation experiences for students which may include use of task trainers, standardized patients, human patient simulators (computerized manikins), hybrid experiences (a blending of two or more simulation methodologies), and skill demonstrations. These experiences may be digitally recorded for evaluation, feedback, and mentoring purposes. Recordings of student performances are generally discarded at the end of each semester. Confidentiality is an essential component of the learning process with simulation and skill performance. Students are instructed not to discuss events of simulation(s) or debriefing(s) with other students. Students are not allowed to take pictures or video recordings in nursing labs, even if all parties involved give consent.

Clinical Performance Expectations

Instructors will be responsible for providing guidance, and feedback and if able will also evaluate student clinical performance using the weekly clinical evaluation tool. This tool should be used by the clinical instructor to provide ongoing feedback to assist students in identification of strengths and weaknesses and to target their specific areas of needed growth. There are learning objectives for each clinical area. This evaluation is completed as indicated by the specialty area/clinical assignment. If student performance is deficient, the clinical instructor should meet with the student to discuss the issue and to document the need for improvement on the evaluation tool to assist the student to remediate any deficiencies during the clinical rotation if possible. The lead faculty member at the college should be informed of the deficiencies as well and if possible, should be present for the discussion about the deficiencies and it should be well documented on the evaluation tool. There should be a midterm evaluation and a final summative evaluation to be completed at the end of the rotation by that semester team members. The class syllabus provides additional information relating to clinical performance. All faculty are encouraged to document ANY occurrences with students as this provides a trending/paper trail for the student to monitor his/her progress and recall what has been discussed. It is the responsibility of the clinical instructor to be familiar with guidelines and policies of the Nursing Student Handbook regarding expected clinical behaviors, attendance guidelines, and other student expectations. All concerns regarding student clinical performance or behaviors should be communicated to the Team Lead Instructor for guidance regarding best practice for intervention. If a serious clinical issue occurs, notify the Lead Instructor immediately for assistance. Clinical Performance

Issues Clinical performance issues which may require problem-solving by the instructor and student include but are not limited to:

- failure to follow standard precautions,
- inappropriate communication, breach of confidentiality, unprofessional conduct,
- repeated need for remediation of previously learned skills,
- errors in medication administration,
- academic dishonesty,
- missed clinical time,
- inadequate preparation for clinical,
- unsafe practice

When a student performance issue which may impede progression in the nursing program is identified by the clinical instructor, the instructor should meet with the student to discuss and identify the problem and to develop a documented plan to remedy the issue, which may include recommended or required remediation. The goal of remediation is to provide support in the process of early recognition and timely intervention for the student who is struggling with skill performance or other deficiencies.

Clinical instructors in conjunction with the Lead Instructor may recommend remediation for students who demonstrate some skill proficiency but need review or practice to enhance proficiency. If a serious deficiency which is directly related to patient safety and which places the student at risk for not meeting course objectives is identified, the instructor will mandate student remediation and will document it on Letter of Success. The remediation plan should be developed by the clinical instructor and lead faculty member collaboratively and discussed with the student. The student is responsible for contacting the lab coordinator for assistance with remediation activities. The student will not be permitted to perform the skill in the clinical setting until the skill is successfully demonstrated in the laboratory or simulation setting. The clinical instructor should document student issues on the evaluation tool and should document resolution or continued problematic behaviors.

SOUTH PLAINS COLLEGE HEALTH OCCUPATIONS EXPOSURE REPORT

Each individual should retain a copy of this completed for his/her personal records and is strongly encouraged to share the information regarding this incident with his/her health care provider. Faculty member: please assist the individuals completing this form and deliver the original completed form to the nursing office for the student file, a copy given to the student.

EXPOSED INDIVIDUAL: _____

FACILITY REPRESENTATIVE: _____

ATTENDING FACULTY MEMBER: _____

DATE OF INCIDENT: _____

DESCRIBE EXPOSURE INCIDENT:

FACULTY SIGNATURE

DATE

AGENCY SIGNATURE

DATE

I have read and been informed of the South Plains College Exposure Policy. I have been strongly advised to seek medical attention. I understand all financial obligations regarding testing and follow-up care is my responsibility. I understand I have a right to privacy. I have been encouraged to share any further information regarding this exposure to the appropriate faculty.

STUDENT SIGNATURE

DATE

ADN Program Testing Policy

Instructor's regulations

1. Determine the number of items (questions) on each exam and the regulations that are needed for instructors to give an exam.
 - a. All exams need to have the minimum to maximum of 30 - 60 questions on preliminary exams.
 - b. No more than 100 items maximum (questions) per midterm or final exam.
 - c. Students will be given 2 minutes per exam item.
 - d. Exam should be completed in 1.5 - 3.5 hours.
2. **Preliminary Exams** may include previously taught content on exams not to exceed 20%.
3. **Midterm and Final** exams may all be comprehensive consisting of 25% of used questions and 75% of new questions.
4. **Final exams** will not have exemptions. All students must take the final to move forward in the semester.
5. **Math Exam** Students must pass the math calculations test with a 90% score. Instructors may use the Math Committee Recommendations (Appendix 12-14) for math exam preparation.

Administering Exams

1. Testing in the ADNP South Plains College Computer Lab or Designated Area Rules and Regulations (Appendix 1).
2. All instructors must complete the ATI proctor exam training located on ATI testing website.

Writing Test Items (Questions)

1. **ITEM WRITING:** When writing the exam, determine the content that will be considered mastery information then determine which items (questions) will reflect that. This is determined BEFORE the exam is administered. No more than 5% mastery items (questions) per exam. Indicate "Mastery Item" on the exam under the internal comments of the exam.
2. Item Components (ATI Item Writing): Translating Item-Writing Terminology Table

Technical Terms	Commonly Used Language
Item	A statement or question on a test
Stem	A statement or question to which examinees respond
Options	Response options provided to examinees
Key	Correct response option
Distractor	Incorrect response option

3. Use NCLEX guideline in exam questions:
 - a. Decrease bias and sensitivity of age, gender, nationality, ethnicity, religion, sexual orientation, disability, culture, economic status, or demographics when testing certain subject matter.
 - b. Do Not use client c/o. Instead, use “client reports”.
4. Exam results will be returned to students no later than one week from the date of the exam. Grades will be given to the students after reviewing the item analysis and making appropriate adjustments with team.
5. Do not repeat items (questions) in preliminary exams.
6. It is required for remediation to be specific in the topics reviewed area of custom assessment builder when building exams. Needs to include specific topic, resource, and chapter.
7. It is very important to tag all questions with the information below. Use all four areas for tagging.

Blooms	NCLEX	QSEN	Clinical Areas
Remember-Recognizing and Recalling facts	RN Management of Care	Safety	Fundamentals
Understand-Understanding what the fact means	RN Safety and Infection Control	Patient Centered Care	Adult Medical-Surgical
Apply- Applying the facts, rules, concepts, and ideas	RN Health Promotion and Maintenance	Evidenced Based Practice	Maternal newborn
Analyze-Breaking down information into component parts	RN Psychosocial Integrity	Informatics	Mental Health
Evaluate-Judging the value of information or ideas	RN Basic Care and Comfort	Quality Improvement	Pediatric Nursing
Create-Combining parts to make a new whole	RN Pharmacological and Parenteral Therapies	Teamwork and Collaboration	Community Health
	RN Reduction of Risk Potential		Pharmacology
	RN Physiological Adaptation		Nutrition

8. Use table to determine the percentage of each item and cognitive domains for each exam:

Level	Percentage of Items for each exam	Cognitive Domains used for Each exam
Level 1	≤ 50% Application	Remembering, Understanding, Application
Level 2	≤ 66% Application	Remembering, Understanding, Application
Level 3	≤ 75% Application, Analysis, Evaluation	Understanding, Application, Analysis, Evaluation, and Create
Level 4	100 % Application, Analysis, Evaluation, Create	Application, Analysis, Evaluation, Create

9. Exams can contain the following formats:

- a. Matrix/ Grid: Multiple Response, Multiple Choice
- b. Extended Multiple Response: Select All That Apply (SATA). NCLEX Guideline: Bold
- c. **Select All That Apply**. NCLEX Guideline: use 5-6 choices for SATA, Select N, Multiple Response Grouping
- d. Fill-in-the-Blank
- e. Hot Spot
- f. Exhibit Item
- g. Drag and Drop/ Ordered Response Item: Cloze, Rationale, In Table
- h. Drop Down: Cloze, Rationale
- i. Bow-Tie
- j. Highlight: In Text, In Table
- k. Audio Item
- l. Graphic Item

10. Select All That Apply (SATA) questions- Each level will have an increasing number of SATA questions per exam according to the recommendation below (not to exceed the below recommendation):

- a. Level 1 is 10% - 15%
- b. Level 2 is 15% - 20%
- c. Level 3 is 20% - 25%
- d. Level 4 is 25% - 30%
- e. SATA will not be weighted heavier than other questions on test and will be given partial credit for correct answers.
- f. SATA questions answer selections may be one or all answers.

11. 10% - 20% NexGen/CJE type questions from ATI or instructor made questions may be used in exams. All ATI questions need to be reviewed and compared to material taught in class. If questions do not follow what was taught do not use or rewrite the question.

12. Up to 5% of test may have math questions.

13. Write rationales and source for the correct response and distractors in the exam comments for each item (question).

- a. Instructor may or may not allow test taker to review rationales depending for test remediation purposes.

14. Set test as No backtracking.
15. All tests should be standardized in areas of grammatical punctuation, font, size, and style.
16. Important words in the stem will be **bold**, *italicized*, or otherwise highlighted in the Nursing course since these students are learning to work through nursing exams.

Analyzing Test Results

1. The instructor who wrote the exam is responsible for analyzing the exam results within one (1) week of the scheduled exam and during the team meeting upon completion of the semester.
2. After the instructor has analyzed exam, the exam needs to be reviewed by at least one other member within their semester or another semester.
3. The following will be considered during the exam analysis:
 - a. Item Analysis (Use ATI testing table below)

Percent selected	Discrimination		
	-1.0 to 0.10	0.11 to 0.29	0.30 and higher
0% to 29% Difficult	Revise item: Item is difficult and has poor discrimination.	Consider revision: Item is difficult and has fair and has fair discrimination.	Keep item: Item is average difficulty and has good discrimination.
30% to 80% Average	Revise item: Item is of average difficulty and has poor discrimination.	Consider revision: Item is of average difficulty and has fair discrimination	Keep item: Item is average difficulty and has good discrimination.
81% to 100% Easy	Revise item: Item is easy and has poor discrimination.	Consider revision: Item is easy and has fair discrimination	Keep Item: Item is easy and has good discrimination.

- b. Level of achievement on mastery items (questions): attempt to have 100% with no more than 5% mastery items on one exam.
- c. Difficulty Level: Attempt to have 50% on non-mastery items (questions).
- d. Item Discrimination Level: Point bi-serial correlation: The ranges are between -1 (negative) and +1 (positive). The more + (positive) the better. Negative if more low-scoring than high-scoring students are answering the item (question) correctly.

4. Exam Reliability: KR-20:

Recommended Range	RELIABILITY: Only for cohorts with more than 30 students.
< 0.50	Assessment has poor reliability and should be revised.
0.50 to 0.70	Reliability for this assessment is lower than the targeted range but could be considered acceptable if the test is short (<10 items).
0.70 to 1.0	Assessment has good reliability.

- a. KR scores can be affected by many factors including:
 - i. Too many difficult questions
 - ii. Too many easy questions
 - iii. The ability of the students
 - iv. The way information was taught
 - v. Score variability (range of scores)
 - vi. Length of the exam

5. No more than 10% of questions will be Given Full Credit per test.

Reviewing Student Exams and Success

1. All students earning less than 80% on an exam will need mandatory remediation and follow course syllabus regarding test remediation. This statement must be included in course syllabi.
2. Students will use the ATI Focused Review to review their test topics and to complete remediation and/or students can complete review with an individualized exam print out while being proctored by instructor.
3. Instructors will provide the student with a “Test Remediation Packet” (Appendix 2-5), to complete remediation.
4. Student will follow all instructions and turn in packet according to instructors’ instructions per syllabus.
5. If a student completes remediation, there will not be points added back to exam grades.
6. Students will have up to two (2) weeks or per course syllabus to review the previous exam.
7. The instructor will continue to document students’ progress and exam grades by using the “Letter for Success” (Appendix 6). The Letter for Success will be issued to students who have an 80% or less in their course grade average, failed series of tests, simulation, skills check-off, clinical, or any type of paperwork or project. Instructors will review student grades and may issue a Letter for success on the 4th, 8th, and/or 12th week of the semester, but Letter For Success is not limited to those times.

8. The instructor will use the “Success Specialist Protocol” (Appendix 7-11) to refer any student who is unsuccessful to the Success Specialist for guidance on test taking skills, learning style, study skills, and study routine. Success Specialist is not responsible for course subject matter.
9. Students who do not follow this policy and are deemed unsuccessful in any course may not be considered for re-admission to the program.

Administering ATI Practice Assessments and Content Mastery Exams

1. Level appropriate ATI Practice Assessments and Content Mastery Exams (Standardized Exams) will be given (not to exceed 10% of grade).
 - a. Practice Assessment A
 - b. Practice Assessment B
 - c. Practice Assessment A Remediation
 - d. Content Mastery Topic per course syllabus
 - i. Adult Medial Surgical
 - ii. Community Health
 - iii. Fundamentals
 - iv. Leadership
 - v. Maternal Newborn
 - vi. Mental Health
 - vii. Pediatric Nursing
 - viii. Nutrition
 - ix. Pharmacology
 - e. Instructors may use the same practice assessment twice at different times of the semester, if there is not a Content Mastery pertaining to that course or if there is limited ATI Practice Assessments.
 - f. Example: Practice Assessment A on Week 4, have student’s focus review remediation completed by Week 10 and complete Practice Assessment A or B (if B is not available) again on week 10, and compare results. On the 14th week complete Content Mastery Assessment or Practice Assessment and use Content Mastery below for level and grade.
 - g. Instructors refer to semester Product Alignment to ensure correct assessment is being given.
 - h. ATI Practice Assessment will be graded by cut score given on Individual Performance Profile (IPP).
 - i. ATI Practice Assessment Focused Review Remediation Table: Use table below
 - j. The Content Mastery Assessments will be graded using the ATI RECOMMENDED CUT SCORES RN CMS 2023 PROCTORED ASSESSMENTS table.

ATI Practice Assessment A Remediation

ATI Practice Exam Score	95-90	89-80	79-77	76 and below
ATI Focused Review Remediation	1 hour of focused review remediation	2 hours of focused review remediation	3 hours of focused review remediation	4 hours of focused review remediation
Homework Requirements	3 key points each 5 topics	3 key points each 10 topics	3 key points each 15 topics	3 key points each 20 topics

ATI Content Mastery Table

	Level 3:	Level 2:	Level 1:	Below Level 1
ATI Cut Scores Each Semester will add your own from ATI Content Mastery Series Attached.	Score	Score	Score	Score
NCLEX-RN standards in the content area	Exceeds	Readily meets	Just meets	Does not meet
Knowledge demonstrated in this content area	High level	Adequate level	Minimum level	Does not demonstrate the minimum level
Performance in this area	Exceeds most expectations. Student should engage in continuous focused review to maintain and improve their knowledge of this content in their weakest areas until completion of NCLEX.	Exceeds minimum expectations. Student should engage in continuous focused review in order to improve their knowledge of this content in weakest areas until completion of NCLEX	Meets the absolute minimum expectations. Advise student to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content, until completion of NCLEX. May need to meet with instructor and Success Specialist.	Does not meet the absolute minimum expectations Advise students to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content areas until completion of NCLEX. May need to meet with instructor and Success Specialist.
Content Mastery Grade per Level	95	85	70	60

ATI Recommended Cut Scores Rn CMS 2023 Proctored Assessments

Level and Definition	LEVEL 1 CUT SCORE	LEVEL 2 CUT SCORE	LEVEL 3 CUT SCORE
Adult Medical Surgical (90 items)	56.7% to 68.8%	68.9% to 82.1%	82.2% to 100.0%
Community Health (50 items)	58.0% to 73.9%	74.0% to 83.9%	84.0% to 100.0%
Fundamentals (60 items)	50.0% to 64.9%	65.0% to 81.6%	81.7% to 100.0%
Leadership (60 items)	60.0% to 76.6%	76.7% to 89.9%	90.0% to 100.0%
Maternal Newborn (60 items)	55.0% to 66.6%	66.7% to 81.6%	81.7% to 100.0%
Mental Health (60 items)	56.7% to 66.6%	66.7% to 84.9%	85.0% to 100.0%
Pediatric Nursing (60 items)	51.7% to 64.9%	65.0% to 78.2%	78.3% to 100.0%
Nutrition (60 items)	48.3% to 66.6%	66.7% to 83.2%	83.3% to 100.0%
Pharmacology (60 items)	53.3% to 71.6%	71.7% to 86.6%	86.7% to 100.0%

2. **The Comprehensive Assessment (RNSG 2130):** will be given at the end of program to students (Level 4) (not to exceed 10% of grade).
 - a. Comprehensive Predictor at the beginning and end of semester
 - b. Comprehensive Assessment A Capstone
 - c. Comprehensive Assessment B Capstone
 - d. Testing and focused review schedules at course leader's discretion.
3. If student does not meet focus review remediation criteria for Practice assessment/Comprehensive Assessment the student will get a zero for their Practice/ Comprehensive Assessment grade.
4. RNSG 2130 you must have a grade of 83 or higher in order to meet the requirements of the NCLEX preparation course. You will complete your weekly required UWorld questions, and complete weekly laundry list as well as completing the ATI capstone requirements. This course will require multiple exams as well as remediation homework in between to enhance your knowledge and help you to demonstrate improvement in your content knowledge on each exam. Upon completion of exams, you will receive a printed profile to assist you in identifying any areas of need prior to taking the NCLEX exam. It can also be utilized as a predictor of success on the NCLEX.

Appendix 1

Testing in the ADNP South Plains College Computer Lab or Classroom

1. Be on time to take quizzes and exams. Notify your instructor if you cannot attend or if you are going to be late.
2. All exams will start at the same time and finish at the same time unless there is an accommodation.
3. Leave books, book bags, and personal items in the lecture room or in the hallway or leave at the front of the class when testing.
4. **DO NOT have cell phones on your person.** Completely turn off all cell phones and leave in your backpack. No vibrating modes.
5. No electronic devices on your person. Ex. Computers integrated into watches, glasses, etc; this also includes flash drives.
6. Please have your username/ password memorized for the exam that you are taking.
7. Items that can be provided by the computer lab if needed:
 - a. Scrap paper – Do not bring your own scrap paper; the proctor will provide scrap paper once the exam or quiz begins.
 - b. Pencils – May bring your own.
8. After quiz or exam, return:
 - a. Pencil
 - b. All scrap paper must remain in the computer lab. Return scrap paper.
9. iPads need to be charged prior to taking exam.

Appendix 2

Test Remediation Packet

Student Print Name: _____ Date: _____

Test Being Reviewed: _____

Due date: _____

Student Signature: _____ Date: _____

***By signing the student agrees and understands Exam Review Instructions and due date.**

Exam Review Instructions

- 1.) The student needs to use the appropriate time to complete the test review. Review instructor calendar for Remediation due dates.
- 2.) **Why Did I Miss This Question Worksheet- Only done if needed for one on one, if requested by faculty or student.**
- 3.) Student MUST Complete:
 - a. **Exam Review Questionnaire**- Be honest about your time/preparation for exam.
 - b. ATI Learning Templates provided in your specific course within Blackboard.
- 4.) Follow steps for completing your ATI Focused Review: EVERYTHING MUST BE HANDWRITTEN
 - a. Students will review their Individual Performance Profile (IPP) and review a minimum of 5 selected tops that the student identifies as their weakest points.
 - b. Fill out the appropriate ATI Learning Templates or Summary for each of the 5 identified topic. These templates will be found in your Remediation Blackboard Folder.
 - c. Student can only use the authorized resources within the course such as: ATI, course PowerPoints, and course textbooks.
 - d. Include page number or resource reference at the end of each ATI Learning Template.
 - e. **Once you have completed remediation upload your Exam Review Questionnaire, Why Did I Miss This Question Worksheet, and completed ATI Learning Worksheets.**

Student Remediation Refusal Statement

By signing the student is refusing to not complete the remediation standards listed above or has not tried to try to meet with instructor in regard to remediation completion. Students who fail to complete testing remediation, to provide a refusal statement as instructed, or did not complete by the due date may not be eligible for readmission to the program.

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

Appendix 3

Unit Exam Review Questionnaire

Student Printed Name: _____ Date: _____

Student Signature: _____ Date: _____

Test Being Reviewed: _____

Y	N	Do you have a job or work outside of school?
	hours	
Study Habits:		
Entirely	Partially	Read the Chapter(s)
Before	After	Read/review chapters before lecture or after
Y	N	Read/review all material for this unit
Daily	Just prior to exam	When do you review power points/assignments to chapters/ resources daily or just prior to exam?
Alone	Groups	Study alone or groups
Y	N	If you have online resources for Course Point or FA Davis, have you completed the extra questions/activities available?
Y	N	Take extra test in ATI learning assessment questions?
Y	N	Do you tape lectures?
Y	N	Did you use a NCLEX prep book to help you prepare?
Y	N	Do you use any other resources to help you study? (quizlet, YouTube, etc.)
Y	N	Other – Explain:
	days/ hours	Estimate number of days and hours spent preparing for this prelim.
	Hours	Hours of Sleep night prior to prelim
Y	N	Family Obligations/ Explain:
Y	N	Do you have a support system?
Y	N	Do you have Financial Support?
Y	N	Do you know your learning style? If so, please write your learning style.
Y	N	Test Anxiety? Explain anxiety:
Y	N	Do you commute and how far:

Comments:

Appendix 4

*Only to be completed for one-on-one remediation.

Student Printed Name: _____ Date: _____

Student Signature: _____ Date: _____

Test Being Reviewed: _____

Ask Yourself

WHY DID I MISS THIS QUESTION?

Question(s) missed due to the following:	Mark your Reason
Related to not understanding disease process/pathology/concept	
Related to not knowing vocabulary	
Related to not reading the question completely	
Related to not reading EACH answer completely	
Related to reading too much into the question	
Related to not reading the DO or DOES NOT correctly	
Related to not reading the select all that apply	
Related to changing my answer from correct to incorrect	
Related to not understanding or knowing lab values/test	
Related to not understanding or knowing the diagnostics studies/test	
Related to not understanding or knowing the medication(s)	
Related to not assessing/analyzing/applying knowledge correctly	
Related to not studying this material	
Related to narrowing answer choices to 2 right answers but choosing the wrong answer.	
Related to not prioritizing correctly	
Knew the right answer but picked the wrong answer.	

Comments:



Letter for Success

Student Name:		Date:	
Course #, Title:		Week of Semester:	
Instructor:		Instructor Phone #:	
Instructor Email:			
Instructor Office Hours:			

This is week _____ notification regarding your academic progress in the above listed course.

Your current grade is currently at _____%. Please immediately contact your instructor and establish a plan (see the following comments) to enable you to fulfill the course requirements.

The following concerns are impacting your academic/clinical success:

--

Information related to course or clinical work:

--

Plan of care for your success:

--

Additional Comments:

--

Student Signature:

Date:

Instructor Signature:

Date:

Appendix 7

Success Specialist Referral Protocol

Success is used to help retain the student and to provide them with knowledge to be successful throughout the program. The goal is to understand the weaknesses, to gain strength in learning, studying, and test taking.

Success Specialist Instructions:

Instructors:

1. If you identify a student who has a class average or testing average of a 77 or below, student must be counseled by instructor first by using a Letter of Success. Make sure you are following the course syllabus for consistency purposes.
 - a. Letter for Success must have in “Plan of care for your success:”, that student will need to meet with Success Specialist.
2. If a student asks instructor for a referral to see the Success Specialist reasons such as: study tips, testing strategies, counseling referral, etc., instructor may fill out Success Specialist Referral form and email to Success Specialist.
3. Use the form provided. Only fill out the “Instructor Referral” form. Make sure you provide information that has already been suggested to students and any student comments.
4. Email form to Success Specialist. Instructors can send a group of referrals or one at a time.
5. The Success Specialist will review the form and provide any communication back to the instructor that request was received.
6. The Success Specialist will then send out a calendar invite to student for student to schedule a time a date to meet within the week the referral was received.
7. The Success Specialist will continue to communicate with the instructor about students’ progress, meetings, and/or missed meetings.
8. The instructor is responsible for providing a list of students who are repeating the semester.

Success Specialist may:

1. Follow up with student within the week referral is received.
2. Students may receive the following email:

You have been referred to the Success Specialist. You will be admitted to the Success Specialist Blackboard. This blackboard was created for students and the Success Specialist to work together for your success through ADN/LVN program. Please review Blackboard calendar for a date you

are available to meet with Success Specialist. Keep in mind when picking a date, you should not pick a date that you are in class, check-off, or clinical, unless you have communicated and cleared with your instructor via email and CC'd Success Specialist. Thank you for your time and we look forward to visiting with you.

3. Repeating students to the program need to have a follow-up within the first month of semester and continue the plan of action, until the student provides communication that they do not need the Success Specialist services.
4. Students may be added to the Success Specialist Blackboard as a student.
5. On Blackboard, an updated calendar for meeting times will be available for students who need a referral meeting.
6. If the student or Success Specialist cannot meet on that day for whatever reason, the student and Success Specialist will work together to reschedule or have a zoom meeting (as a last resort due to illness).
7. During the meeting the student will be allowed to discuss problems and provide self-reflection. The Success Specialist will record in "Problems Identified in Collaboration with Student" section of retention documentation.
8. All students may be asked to bring study notes and a calendar, study materials, books, calendar, etc., to review and provide suggestions for organization and preparedness.
9. Success Specialist may complete a Learning Style test and provide information about students learning style and to strengthen their time preparing for lecture, during lecture, studying, and testing habits.
10. Subject matters the student has problems with may be discussed and students may be provided with extra resources to help with studying.
11. Students may require Action Plan (Part I) guidance to complete certain work to benefit study or test taking habits. All suggested work may have a due/ follow-up date to ensure the student is completing tasks to be successful. If a student requires an Action Plan a written-out contract may be made between the student and Success Specialist to achieve student success.
12. The Success Specialist may use the "Success Sheet" (Part II) to guide the student with preparation, studying, and resources.
13. Students may be requested to make an appointment to counseling, testing center, or learning center at the main SPC campus.
14. The Success Specialist may use any platform available to help provide an assessment of learning for the student. Results will be given to the student, and a copy will be saved in their record.

15. Every retention meeting may have a follow-up from the student. The student may be required to send follow-up through email or have another meeting. If students do not follow-up the Success Specialist may send a request for follow-up from a student.
16. Students will have an evaluation pertaining to their Success Specialist Referral experience. Students may need to complete information regarding their outcome, what they implemented to be successful, and what they will continue to do.
17. If a student is not able to provide evaluation in verbal or written communication the student will be given a link to complete an evaluation survey. This will be the Success Specialist information to provide quality care and lead students to success.
18. The student may opt out of an evaluation if they want to continue to have Success Specialist follow their progress and provide more help.
19. If student does not complete or follow -up with Action Plan (Part I) or attempt to use success tips in (Part II), all information may be communicated to referring instructor and director, and the Success Specialist may dismiss student from services or lead them to outside retention guidance from main campus.
20. All Implementation may be communicated with instructors regarding students' success.

Appendix 8

Remediation Referral: Academic

Date: Click or tap here to enter text.

Semester: Click or tap here to enter text.

Student Name:

Student Email: Student Email

Referring Faculty: Click or tap here to enter text.

Reason(s) for Referral: .

Test Taking Strategies (Test needs to be reviewed with instructor before referral)

Time Management

Study Habits

Exam Performance

Test Anxiety

Other: Add Comments

Provide information regarding remediation plan given by referring instructor to student:

Click or tap here to enter text.

Appendix 9

Collaborative Student Action Plan
 *****For Success Specialist Use Only*****

- Met with student as agreed.
- Student is currently on an active remediation plan – see attached page.
- Student declines to participate in remediation process and acknowledges this may result in course failure due to lack of progress towards achieving Student Learning Outcomes.
- Student did not reply to e-mail to set to set up remediation.
- Student failed to attend the remediation meeting.

Student Learning Style:

Problems identified in collaboration with student:
Click or tap here to enter text.

Student Plan/ Outcomes/ Implementation Part I	Date of Completion and Follow-up
Click or tap here to enter text.	Click or tap here to enter text.
.	Click or tap here to enter text.
.	

**By signing, students understand that the Success Specialist Student Plan Part I and/or II is used to help student reach goals for being successful in their classes. Student is responsible for implementing student plan and following up with Success Specialists.*

Student Signature: _____ Date: Date

Success Specialist: _____ Date: Date

Appendix 10

Student Remediation Follow – up/ Evaluation

Student Implementation	Student Outcome	Evaluation
What the student did?	Did it help with making the problem better or not?	Goal met/ not met/ partially met Continue or D/C plan
	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.

- Continue to meet with Success Specialist.
- Student did not show up to evaluation meeting.
- Student complete Closing Survey.
- D/C meetings with Success Specialist.

Student Comments:

Student Signature: _____ Date: _____

Success Specialist: _____ Date: _____

Appendix 11

What can you do to be successful?

What can you do to be successful? (Part II: Student Plan)		
Before Class Study Habits Recommendations:		
Organize calendar:		
Read Chapter corresponding to lecture:		
Before Class: Read/Prepare/review all material/resources for this unit		
Review and compare power points, lecture, and assignments to chapters		
Complete pre-lecture assignments:		
Study Time: _____ hrs./day (Study for 30-45 minutes with at least a 15-minute break.)		
During Class Learning Habit Recommendations:		
Take notes on iPad/Notebook		
Use highlighters or colored pens to mark certain topics from lecturer.		
Participate in class discussion and activities.		
Record lecture.		
Ask questions: in class/ after class		
Comments:		
After class Study Habits:		
Study alone / group: <i>If in a group need to study alone first and gather notes and learn topic and then go to group.</i>		
Make study flashcards: By hand/ quiz-let/ eBook flashcard option		
Compare class notes/ lecture/ PPT/ and book information to formulate your own hand-written short notes.		
Make concept map.		
Study by using whiteboard and writing out information by memory.		
Watch videos from course resources or YouTube nursing tutorial videos.		
Picmonics/ Lippincott advisor to help with memorizing certain topics and understanding terms.		
NCLEX Questions Study Habits:		
Complete 5-10 NCLEX questions daily on current subject(s) per study session		
NCLEX Questions: thepoint.com/PrepU/ ANY up to date NCLEX book/ End of chapter		
When Studying NCLEX Questions:		
1.) Read question and answer to the questions.		
2.) If wrong or right answer- read rationale.		
Success Specialist Referral	Y/N	Comments
Counseling- Health and Wellness – 806-716-2529		
Gail Malone Teaching and Learning Center - 806-716-2240		
Enrique Escamilla - Student Services and Advising - 806-716-2912		
Dorothy Weaver- Success Coordinator – 806-716-2516		

Appendix 12

Math Committee Recommendations

1. Each semester will give their own test.
 - a. First will focus on conversions, basic medication administration (this is what you have, and this is what you want to give, adding up intake and output questions and marking on syringes the dosage to be administered).
 - b. Second semester and transition will add IV calculations to their test after the IV lecture has been done.
 - c. Third will add critical care calculations to their test after the information has been taught in the first week of school.
 - d. Fourth will add pediatric calculations after the information has been taught in the first week of school.
2. The last three semesters (second, third, and fourth) may continue to test over conversions and basic math in their test as they see fit. Best to include in actual test question.
3. Tests will each be twenty (20) questions long.
4. New tests should be made each semester to prevent questions getting out to the students.
5. Every test will have a key made to go with it with all the steps to solve the question shown on the key.
6. Each test will be math related. Example $1 + 2 = 3$.
7. All medication questions may have generic names with the appropriate and safe dosage amount per medication.
8. Time limit of 2 minutes will be allowed for each attempt of the math test.
9. Only three attempts will be given for each semester.
10. Students can miss only two (2) questions. Each attempt will be graded using a grading scale regardless if student misses zero or only 2 questions.
 - a. 1st attempt = 100
 - b. 2nd attempt = 85
 - c. 3rd attempt = 77
 - d. If student fails 3rd attempt student will be unsuccessful (clinical course #) and be administratively dropped from all concurrent courses.

11. No rounding will be done during the calculation.
12. Final answers are to be rounded as indicated by instructions in the questions. i.e. the following:
 - a. Round tablets to nearest half or whole.
 - b. mL rounded to tenths. $65.59 = 65.6$
 - c. Drip rates: drops per minute
 - d. Grains and ounces: fractions or whole numbers, not decimals.
13. Instructions must read that answers must not contain trailing zeros.
14. Instructions must contain that each answer must have zeros before decimals.
15. **If student fails test for any attempt:**
 - a. Student may review test with the instructor making the test so that areas can be reviewed, and misconceptions can be corrected. This must be done prior to the next test.
 - b. Math test and results may be shared with math instructor.
 - c. Student may meet with math instructor to receive feedback before next test.
 - d. Instructors may give students extra math practice that will need to be completed and discussed before the next test.
16. If a student passes and wants to know what they missed, they may make an appointment with the course instructor to review what they missed.
17. Each semester will have all instructors in that semester review the math test before administering so that corrections can be made.
18. The showing of work should be included in directions to students so that misconceptions can be found and corrected. Student will be given numbered worksheet. **See Appendix 14 for appropriate paper.**
19. Each semester will use the attached direction and signature sheet for the test.
20. All math tests need to be on a computerized platform, unless the student has accommodations to have a paper test.
21. All computerized testing will allow the student to be able to go back to previous questions, instead of only moving forward.

Appendix 13

Math Test Instructions

1. Read all questions.
2. Label all answers in the place provided.
3. Show work in place or on sheet provided. If the student opts to not show their work, and misses the question, faculty cannot provide guidance.
4. Do not include any trailing zeros.
5. Final answers will be rounded as indicated by instructions in the questions.
6. Must include a zero before decimal.

I have read and understand all the instructions given.

Printed Name: _____

Signature: _____

Failure of test and need for review: I acknowledge I failed the test and have reviewed with the following instructor.

Student printed name: _____

Student signature: _____

Date: _____

Instructor signature: _____

Appendix 14

Show work here.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

11.	12.
13.	14.
15.	16.
17.	18.
19.	20.

Vocational Program Testing Policy

Instructor Regulations

1. Determine the number of items (questions) on each exam and the regulations needed for instructors to give one.
2. Exams should have as many items (questions) as possible to increase the validity of the exam. Minimum 30 questions per exam.
3. Students will be given 1.5 minutes per exam item. No more than 75 items (questions) per course exam and no more than 100 items (questions) for cumulative final exam if applicable.
4. Students will be given 3 minutes per math exam item (calculation) See Appendix 7.
5. Exams may include previously taught content on exams.

Writing Test Items (Questions)

Blooms	NCLEX	Body Function	Clinical Areas	QSEN
Remember-Recognizing and Recalling facts	PN Management of Care	Excretion	Fundamentals	Safety
Understand-Understanding what the fact means	PN Safety and Infection Control	Integument	Adult Medical-Surgical	Patient Centered Care
Apply- Applying the facts, rules, concepts, and ideas	PN Health Promotion and Maintenance	Cognition and Sensation	Maternal newborn	Evidence Based Practice
Analyze-Breaking down information into component parts	PN Psychosocial Integrity	Regulation and Metabolism	Mental Health	Informatics
Evaluate-Judging the value of information or ideas	PN Basic Care and Comfort	Ingestion, Digestion, Absorption, Elimination	Pediatric Nursing	Quality Improvement
Create-Combining parts to make a new whole	PN Pharmacological and Parenteral Therapies	Immunity	Community Health	Teamwork and Collaboration
	PN Reduction of Risk Potential	Reproductive	Pharmacology	
	PN Physiological Adaptation	Mobility	Nutrition	
		Oxygenation		
		Cardiac Output and Tissue Perfusion		

1. When writing the exam, determine the content that will be considered mastery information then determine which items (questions) will reflect that. This is determined BEFORE the exam is administered. No more than 5% mastery items (question) per exam. Indicate “mastery item” on the exam under the internal comments of the exam.
2. Tag items (questions) BEFORE the exam. It is particularly important to tag all questions with the information below. Use at least 3 areas for tagging. *Except for VNSG 1420.
3. NCLEX Guideline:
 - a. Avoid use of age, gender, ethnicity, demographics **unless** needed for the question.
 - b. Do Not use client c/o. Instead, use “client reports.”
4. ATI Custom Assessment Builder: Topic Descriptor must include specific topic, resource, and chapter. This is necessary for remediation purposes.
5. Exam results will be released to students no later than one week from the date of the exam. Grades will be given to the students after reviewing the item analysis and making appropriate adjustments. Exam grades will not be visible to the student upon exam completion.
6. Be careful not to repeat items (questions) in unit exams
7. **Math Competency Exam:** Students must pass the math competency exam with a 90% score within 3 attempts.
8. Determine the percentage of items (questions) in an exam- using **Bloom’s Six Levels of Cognitive Domain for each course/level.**
 - a. Remember-Recognizing and recalling facts.
 - b. Understand-Understanding what the facts mean.
 - c. Apply-Applying the facts, rules, concepts, and ideas.
 - d. Analyze – Breaking down information into component parts.
 - e. Evaluate- Judging the value of information or ideas.
 - f. Create- Combining parts to make a new whole.
9. Address each of the categories of the Student Learning Outcomes, Nursing Process, and NCLEX in each course. (This is to ensure that all categories are tested throughout the courses).

Level	Percentage of Items for each exam	Cognitive Domains used for Each exam
Level 1	≤ 50% Application	Remembering, Understanding, Application
Level 2	≤ 75% Application	Remembering, Understanding, Application, Analysis
Level 3	≤ 100% Application, Analysis	Understanding, Application, Analysis, Evaluation

Writing Test Items (QUESTIONS)

1. Exams have:
 - a. Matrix/ Grid: Multiple Response, Multiple Choice
 - b. Extended Multiple Response: Select All That Apply (SATA).
NCLEX Guideline: Bold **Select All That Apply**.
NCLEX Guideline: use 5-6 choices for SATA, Select N,
Multiple Response Grouping C through K are OPTIONAL test answer formats:
 - c. Fill-in-the-Blank
 - d. Hot Spot
 - e. Exhibit Item
 - f. Drag and Drop/ Ordered Response Item: Cloze, Rationale, In Table
 - g. Drop Down: Cloze, Rationale
 - h. Bow-Tie
 - i. Highlight: In Text, In Table
 - j. Audio Item
 - k. Graphic Item
2. Write rationales and source for the correct response and distractors in the exam comments for each item (question).
 - a. Instructor may or may not allow test taker to review rationales depending for test remediation purposes.
3. No backtracking is allowed.
4. All tests should be standardized in areas of grammatical punctuation, font, size, and style.
5. Personal names will not be used for clients. Specific personal identifiers should not be used unless it is necessary to clarify the stem.
6. Important words in the stem will be **bold**, *italicized*, or otherwise highlighted in the Nursing course since these students are learning to work through nursing exams.
7. Select All That Apply (SATA) questions- Each level will have an increasing number of SATA questions per exam according to the recommendation below (not to exceed the below recommendation):
 - a. Level 1 is 10%
 - b. Level 2 is 20%
 - c. Level 3 is 25%
 - d. SATA will be given partial credit for correct answers.
8. 10% -20% NexGen/CJE type questions from ATI or instructor made questions can be used in exams.
9. ATI Exams - Level appropriate ATI Content Mastery Exams will be given (not to exceed 10% of course grade).

10. ATI Comprehensive Predictor Exam will be given at the end of program to students (Level 3) (not to exceed 10% of course grade).
11. Testing and remediation schedules at course leader's discretion.

Administering Exams

1. Testing in the VNP South Plains College Computer Lab Rules and Regulations (Appendix 1). Testing may also be done using the iPads when necessary.
2. All instructors must complete the ATI Proctor exam training on the ATI testing website.

Analyzing Test Results

1. The instructor who wrote the exam is responsible for analyzing the exam results within one (1) week of the scheduled exam.
2. After the instructor has analyzed the exam, the exam needs to be reviewed by at least one other member within their semester or another semester.
3. The following will be considered during the exam analysis:
 - a. **Item Analysis** (Use ATI testing table below)

Percent selected	Discrimination		
	-1.0 to 0.10	0.11 to 0.29	0.30 and higher
0% to 29% Difficult	Revise item: Item is difficult and has poor discrimination.	Consider revision: Item is difficult and has fair discrimination.	Keep item: Item is average difficulty and has good discrimination.
30% to 80% Average	Revise item: Item is of average difficulty and has poor discrimination.	Consider revision: Item is of average difficulty and has fair discrimination.	Keep item: Item is average difficulty and has good discrimination.
81% to 100% Easy	Revise item: The item is easy and has poor discrimination.	Consider revision: The item is easy and has fair discrimination.	Keep Item: The item is easy and has good discrimination.

- b. Level of achievement on mastery items (questions): attempt to have 100% with no more than 5% mastery items on one exam.
- c. Difficulty Level: Attempt to have 50% on non-mastery items (questions).

- d. Item Discrimination Level: Point bi-serial correlation: The ranges are between -1 (negative) and +1 (positive). The more + (positive) the better. Negative if more low-scoring than high-scoring students are answering the item (question) correctly.

4. Exam Reliability: KR-20:

Recommended Range	RELIABILITY
< 0.50	Assessment has poor reliability and should be revised.
0.50 to 0.70	Reliability for this assessment is lower than the targeted range but could be considered acceptable if the test is short (<10 items).
0.70 to 1.0	Assessment has good reliability.

- a. KR scores can be affected by many factors including:
- i. Too many difficult questions
 - ii. Too many easy questions
 - iii. The ability of the students
 - iv. The way information was taught
 - v. Score variability (range of scores)
 - vi. Length of the exam

3. When less than 30% of the students correctly answer an item, the item should be reviewed for possible action.
4. No more than 10% of questions will be Given Full Credit per test.

ATI Content Mastery Level Breakdown

As you progress through your education here at South Plains College you will be given several standardized tests. Each student should score a Level 2 on each specialty exam. It is scored as follows: Level 3—95, Level 2—85, Level 1—70, less than Level 1—60. (can't count for more than 10% of grade)

The specialty exams that are required to be given will include the following:

- Fundamentals
- Medical/Surgical
- Maternal Newborn
- Nursing Care of Children
- Mental Health
- Pharmacology
- Management
- Comprehensive

Upon completion of exams, you will receive a printed profile to assist you in identifying any areas of need prior to taking the NCLEX exam. It can also be utilized as a predicator of success on the NCLEX.

Reviewing exams with students

1. Each exam will be reviewed with all students who took the exam, reviewing the subject areas noted to be areas for improvement. Exam review will be focused on major content areas missed.
2. All students earning less than 76% on an exam must meet with the course instructor. The student must complete the Exam Wrapper and bring it with them to their appointment with the instructor. The student is responsible for emailing the instructor for an appointment time. The instructor will send one email notification. If the student fails to make an appointment or does not show up to their appointment within one week following the exam, the instructor will document the student as a no-show and will place that information in the student's file.
3. If remediation is assigned or recommended, there will not be points added back to exam grades.
4. Students will have up to one (1) week or per course syllabus to review the previous exam.
5. The instructor will then discuss with the student the responses on the Exam Wrapper and assist the student with strategies for improvement on the next exam.
6. The instructor will use the "Success Specialist Protocol" (Appendix 8-11) to refer any student who is unsuccessful to the Success Specialist for guidance on test taking skills, learning style, study skills, and study routine. Success Specialist is not responsible for course subject matter.
7. Students who do not follow this policy may not be considered for re-admission to the program.

Appendix 1

Testing in the VNP South Plains College Computer or Classroom lab

1. Be on time to take quizzes and exams. Notify your instructor if you cannot attend. Follow course syllabus for missed quizzes or missed exams.
2. Leave books, book bags, and personal items in the lecture room or in the hallway. No food or drink is allowed in the test area.
3. **DO NOT have cell phones on your person.**
4. No electronic devices on your person. Ex. Computers are integrated into watches, glasses, etc.; this also includes flash drives.
5. Please have your username/ password memorized for the exam you are taking.
6. Items that can be provided by the computer lab if needed:
 - a. Scrap paper – Do not bring your own scrap paper; the proctor will provide scrap paper once the exam or quiz begins.
 - b. Pencils – May bring your own.
7. After quiz or exam, the student must return:
 - a. Pencil
 - b. All scrap paper must remain in the computer lab. Return scrap paper.
8. iPads must be charged prior to taking the exam.

Appendix 2

Success Specialist Referral Protocol

Retention is used to help retain the student and to provide them with knowledge to be successful throughout the program. The goal is to understand the weaknesses, to gain strength in learning, studying, and test taking.

Success Specialist Instructions: Refer to ADN Success Specialist Protocol in this handbook.

- For LVN, if instructors identify a student who has a class average or testing average of a 76 or below, student must be counseled by instructor first by using a Letter of Success. Make sure you are following the course syllabus for consistency purposes.
- Success Specialist uses the same paperwork as ADN. Refer to Appendix 8-11.

Appendix 3

LVN Math Recommendations

1. Each semester will give each their own test.
 - a. Prior to first semester, an exam will be given to focus on metric and household conversions, A practice exam will be given at Camp DNR. Upon starting the first semester, the student will have 3 attempts to pass the exam with an 80, prior to the 12th class day.
 - b. Second semester
 - i Departmental exam at the beginning of Level 2 will cover metric and household conversions along with I&O questions with 3 attempts to pass the exam with a 90.
 - ii Math competency exam with 3 attempts to pass (must pass with a 90) will be given in the EMA course as a course exit requirement.
 - c. Third semester
 - i Departmental exam at the beginning of Level 3 will cover basic medication administration (this is what you have and this is what you want to give, adding up intake and output questions and marking on syringes the dosage to be administered; calculations based on weight, insulin administration and IV calculations). Must pass the exam with a 90 within 3 attempts.
 - ii Pediatric math questions will be included in the Pediatric course exams.
2. The last two semesters may continue to test over conversions and basic math in their tests, following the basic math rules taught in EMA. Best to include in actual test question.
3. All competency exams and departmental exams will each be twenty (20) questions long.
4. New tests, or multiple versions, should be made each semester to prevent questions getting out to the students.
5. Every test will have a key made to go with it with all the steps to solve the question shown on the key.
6. Each test will be math related.
7. Actual drug names will be used (may include drug labels).
8. Time limit of 1 hour will be allowed for each attempt of the math test.
9. If rounding is necessary for the correct calculation, instructions will be given on the exam or specific question; following basic math rules and correct medication administration rules as taught in EMA.

10. Cannot have any trailing zeros.
11. Must have zeros before decimals.
12. If a student fails Departmental exams or Competency exams: student will need to review with the EMA instructor or VN Director so that areas can be reviewed, and misconceptions can be corrected. This must be done prior to the next test.
13. If a student passes and wants to know what they missed, they may make an appointment with the course instructor to review what they missed.
14. Each semester will have all instructors in that semester review the math test and basic math rules before administering so that corrections can be made.
15. Any questions with infusion times in them must come out to whole numbers for the infusion time.
16. Students must show all the work, or the answer is wrong.
17. 2nd and 3rd semester will use the attached direction and signature sheet for the test.

VNP Math Test Instructions

1. Read all questions.
2. Label all answers in the place provided.
3. Show work in place or on sheet provided. If the student does not show their work, the answer is wrong.
4. Follow rounding rules included on exam or specific exam question.
5. Follow all basic rules given at camp DNR or taught in EMA course.

I have read and understand all the instructions given.

Printed Name: _____

Signature: _____

Failure of test and need for review: I acknowledge I failed the test and have reviewed with the following instructor.

Student printed name: _____

Student signature: _____

Date: _____

Instructor signature: _____

Student Drop and Incomplete Grade Policy

Student Drop Instructions

1. Students can drop anytime during the semester **before the drop date**.
2. If the student drops before semester drop date, they may receive a Withdrawal (W) or an Incomplete (I).
 - a. Withdrawal: Student is not meeting objectives or grades or chooses to leave program.
 - b. An Incomplete "I" is a temporary grade which may be given only when:
 - the student's work to date is passing,
 - attendance has been satisfactory through at least 60% of the term, and
 - an illness or other extenuating circumstance legitimately prevents completion of required work by the due date.
 - c. An "I" is not:
 - given as a substitute for a failing grade,
 - based solely on the student's failure to complete work, or
 - a means of raising the student's grade by doing additional work after the grade report time
3. Students who drop after drop date will receive letter grade received the day they drop.
4. The student may meet with Lead Instructor or anyone from team to discuss drop of course.
5. Student may be notified about their grades and what grades will be recorded on their transcript.
6. Student may be administratively dropped with the discretion of Team Lead, Team, and Dean approval and may not be guaranteed for readmission to the program.
7. Student Drop Forms to be used:
 - a. An administrative drop form via Blackboard Link:
https://forms.office.com/pages/responsepage.aspx?id=ZrGRbWrP6UWeIqAmJdCCqVjMnZs6h15Nrs0pqCo_sEIUQjJEUINSU0xIQUJNVUxGRjVMMTIBRFdOUyQIQCN0PWcu&route=shorturl
 - b. Health Occupations Division Student Drop Information Sheet (Appendix 1), will need to be turned into Administrative Secretary.
8. Incomplete Form:
 - a. South Plains College Admissions and Records Office Incomplete Grade Form (Appendix 2)
 - b. Turn into Administrative Secretary

Appendix 1

Health Occupations Division Student Drop Information Sheet

_____ has dropped from the following courses:
 (Student's Name and Student ID Number)

Course Rubric	Instructor	Semester

This drop has effectively unenrolled the above named student from the

Associate Degree Nursing Program	Child Development Program
Emergency Medical Services Program	Physical Therapist Assistant Program
Radiologic Technology Program	Respiratory Care Program
Surgical Technology Program	Vocational Nursing Program

The reason for this drop was stated as:

Financial	Personal
Illness	Change of Major
Failed	Withdraw
Other (Please explain in the space provided)	

This drop is effective as of _____.
 (Drop Date)

The student is ___ Eligible ___ Ineligible to return to the program stated above.

Instructor's Signature

Date

Appendix 2

South Plains College Admissions and Records Office Incomplete Grade Form

An Incomplete "I" is a temporary grade which may be given only when:

- the student's work to date is passing,
- attendance has been satisfactory through at least 60% of the term, and
- an illness or other extenuating circumstance legitimately prevents completion of required work by the due date. **An "I" is not:**
 - given as a substitute for a failing grade,
 - based solely on the student's failure to complete work, or
 - a means of raising the student's grade by doing additional work after the grade report time.

Submit completed and signed form to the Dean of Admissions and Records, Box C immediately on the date the "I" is assigned. After the required course work is completed, submit a "Grade Change Form" to the Admissions and Records Office to change the grade of "I" to the grade earned.

STUDENT'S NAME: _____ STUDENT ID: _____

COUSE ABBREVIATED NAME, NUMBER, AND SECTION: _____

INSTRUCTOR'S NAME: _____ SEMESTER AND YEAR: _____

REASON FOR INCOMPLETE "I" GRADE: _____

CONDITIONS UNDER WHICH THE LETTER GRADE OF "I" WILL BE REMOVED: _____

MONTH, DAY, YEAR WORK MUST BE COMPLETED:

An "I" will be changed to an "F" if the agreed upon conditions have not been met within six months of the end of the term for which the "I" was given. The student is solely responsible for submitting all required work and meeting the conditions to remove the "I", as stipulated by the instructor.

STUDENT'S SIGNATURE

DATE

INSTRUCTOR'S SIGNATURE

DATE

DEPARTMENT CHAIR

DATE

INSTRUCTIONAL DEAN'S SIGNATURE

DATE

(OFFICE USE ONLY)

DEAN OF ADMISSIONS AND RECORDS

DATE