# SONOMA STATE UNIVERSITY

## FACULTY HANDBOOK

June 2023

Current until revised

SONOMA STATE UNIVERSITY

Department of Nursing Faculty Handbook
Table of Contents

# INTRODUCTION

The purpose of this handbook is to inform all Department of Nursing (DON) faculty of policies and procedures specific to the DON. Information related to the California State University, Sonoma State University, and the California Faculty Association may be reviewed on the respective websites for each. The handbook is reviewed every two years and is updated as necessary before the start of a new academic year.

This handbook was developed as a complement to the DON Student Handbook. The Student Handbook includes program and DON policies, procedures and guidelines that assist the student in being successful in the program. The Student Handbook is revised annually. Faculty are expected to understand, follow, and function within the policies, procedures and guidelines in the Student and Faculty Handbooks.

The success of a nursing program depends upon the skills and talents of the faculty who develop and implement a nursing curriculum that is relevant to current clinical practice. Maintaining a current curriculum requires continuous change and refinement. Many aspects of the nursing curriculum and program requirements are informed by regulations from the California Nursing Practice Act issued by the Board of Registered Nursing (BRN) (www.rn.ca.gov). All curriculum utilized in the DON is reviewed and accredited by the Commission for Collegiate Nursing Education.
https://www.aacnnursing.org/CCNE

The faculty are required to follow general guidelines established for all faculty on the Sonoma State University (SSU) campus. These are found in the SSU catalog http://www.sonoma.edu/academics/catalog and Faculty Affairs website at https://academicaffairs.sonoma.edu/faculty-affairs

The California Faculty Association (CFA) represents faculty in matters relevant to working conditions. It is imperative that faculty has knowledge of the working conditions and contract obligations as stated in the CFA Collective Bargaining Agreement CBA. Membership options and information is located on the CFA website at www.calfac.org.

# ADMINISTRATIVE ORGANIZATION

SSU is one of 23 California State University campuses. Serving over 460,000 students, the CSU is led by the Chancellor. The Chancellor reports to the Board of Trustees who works with the California State Legislators and the Governor to fund and develop system wide policies. A President and Provost who support the academic foundations of the university lead each CSU Campus. The DON is one of nine schools in the School of Science and Technology led by the School Dean. The DON has an elected Chair, and each program has appointed Directors. These positions are filled by faculty and support the structure of the programs. They offer reporting but not an authoritative structure. The Board of Registered Nursing holds the Chair, Directors and Faculty accountable for the educational experience of students and adherence to BRN regulations.
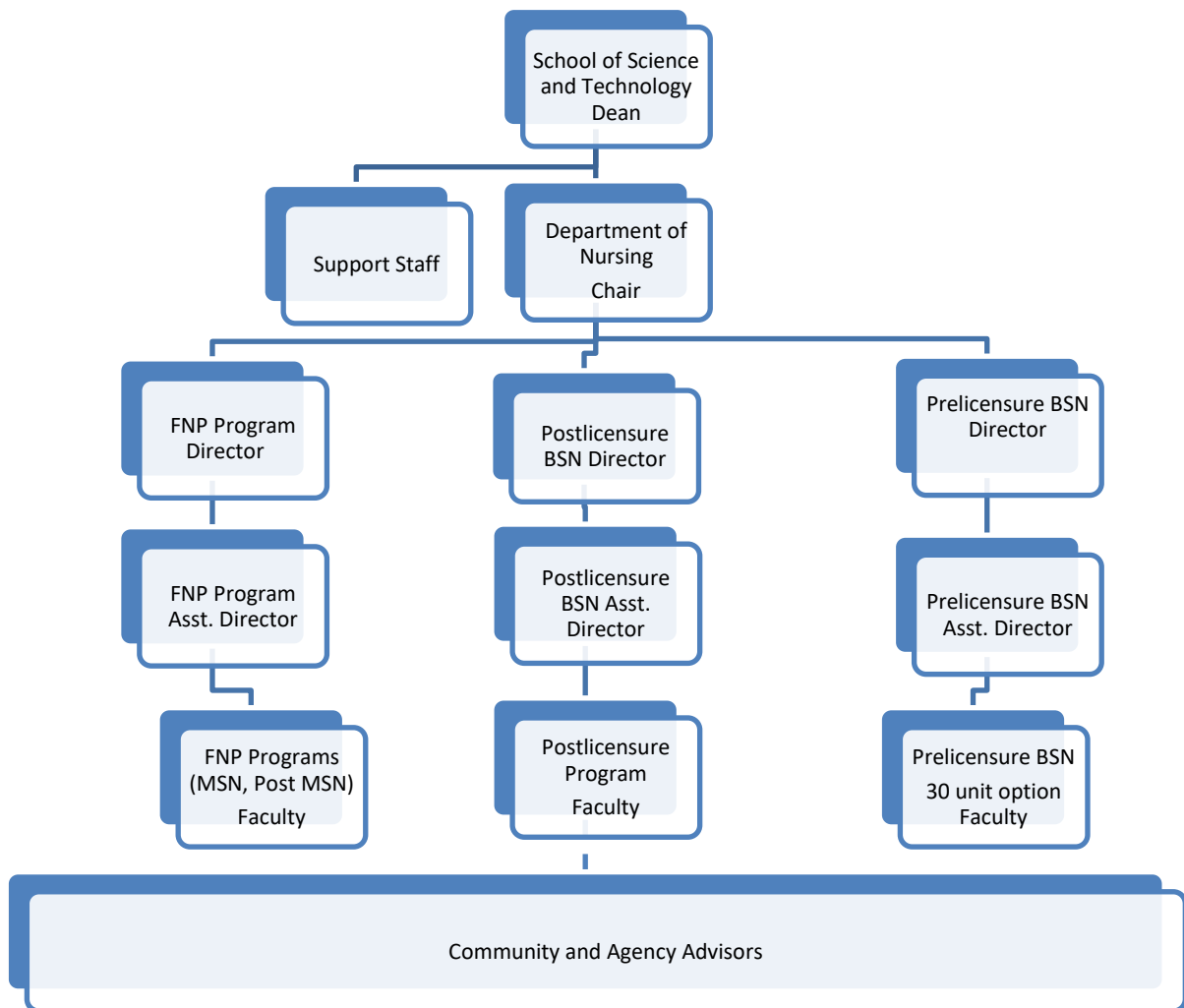
# DEPARTMENT OF NURSING

Sonoma State University Department of Nursing was founded in 1972. Currently the DON has the following programs/tracks.

1. Masters in Nursing, Family Nurse Practitioner
2. Post Master's Certificate, Family Nurse Practitioner
3. Post-Licensure Traditional Baccalaureate Program – On hiatus
4. Post-Licensure Collaborative Baccalaureate Program
5. Traditional Pre-licensure Baccalaureate Program

The programs use Tenured, probationary and Part Time Lecturer faculty, dedicated to the positive learning experiences of each student. Many faculty teach across programs/tracks. The DON enjoys numerous professional partnerships with our community. We currently have more than 400 clinical contracts in place.

## STUDENT SELECTION

The current criteria for selecting students applying to all programs and tracks is located on the DON website at https://nursing.sonoma.edu/. The DON outlines and applies for annual impaction criteria required by the Chancellor's office along with admission criteria specific to the program. Impaction criteria for transfer students is available at http://admissions.sonoma.edu/how- apply/impacted-majors/transfer

Sonoma State University admits first time freshmen into a pre-nursing track (not a major) which is in an impacted category. The impaction criteria for first time freshman is available at http://admissions.sonoma.edu/how-apply/impacted-majors/first-time-freshman-impacted-major-criteria. Information on the pre-nursing University entrance requirements can be found at http://nursing.sonoma.edu/academic-programs/pre-nursing

## DON PROGRAM SPECIFIC CURRICULUM

In order for a nursing curriculum to remain current, a continuous ongoing curriculum development process is in place. The task of the faculty is to develop a plan of instruction that will provide the student with learning experiences that will lead to clinical competency. Each faculty member, with student participation, has the responsibility for generating ideas and developing proposals for curriculum updating and refinement. The Faculty has the major responsibility for curriculum direction and change and follows University Policy at http://www.sonoma.edu/senate/committees/epcguidelines.html. All curriculum changes are in concert with both the BRN and CCNE.  New curriculum also follows university policies for committee approvals.

This Faculty Handbook is designed to complement the Student Handbook. Whenever possible to avoid duplication, the faculty is referred to the Student Handbook. The following essential components of the curriculum are found in the Student Handbook:

Mission Statement
Philosophy
Nine Foundational Concepts to Organize the Curriculum
Terminal Objectives
Program Level Objectives

## PROGRAM SPECIFIC COURSES

The specific program curriculum, progression and course descriptions are located in the SSU catalog http://www.sonoma.edu/academics/catalog . Additional information is listed on the DON website by program http://nursing.sonoma.edu/. All students must adhere to the program/track curriculum progression. If students are not able to adhere to the program progression they may apply for a Leave of Absence from the University http://registrar.sonoma.edu/forms-petitions or petition the DON for any course pattern changes. Department Petition is available on the nursing resource page http://nursing.sonoma.edu/program-resources as well as in the Student Handbook also available on the nursing resource page.

**FACULTY POLICIES AND PROCEDURES**

**Course Lead Duties BSN Program**

**Definition:**

In concert with the Director, the course lead is responsible for all aspects of the course from planning through evaluation. One course lead will be assigned to each course in the undergraduate program.

**Responsibilities:**
- Meet with team course faculty as assigned by the Director at the end of the previous semester.
- Discuss and assign roles of each team member including theory and clinical.
- Review past green folder for assignments, evaluation, and recommendations
- Update syllabus per program template
- Include both clinical and theory in syllabus if combined course.
- List all faculty assigned in syllabus if combined course.
- Dates of clinical sites and schedule orientations and semester schedule and rosters
- Prepare LMS site.
- Order agreed upon textbooks in October for Spring and April for Fall
- Confer and agree on assignments and grading inter-rater reliability.
- Plan student orientation to course and faculty roles.
- Mentor new faculty to the course.
- Meet with faculty team at regularly scheduled meetings.
- Collaborate in discussions about students at risk, interventions, and documentation.
- Maintain communication for any course concerns.
- Maintain "Green Folder" course evaluations.
- Select and order course learning materials as needed.
- Facilitate evaluation of course including student, faculty, program, clinical sites, preceptors, course materials, and outcomes.
- Follow DON Evaluation process and BRN requirements for evaluation, revision, and reevaluation.
- Discuss with Director and Chair budget allocation for any needed equipment.
- Set up standardized testing in skills or computer lab.
- Library and campus orientation logistics
- Ensure all faculty in the course understand University, Department policies, Faculty and Student Handbook regulations.

# Policies for use of Preceptors in Pre-Licensure Program

**Definition of a preceptor:**
A preceptor is an experienced, clinically competent, registered nurse selected and prepared to serve as a role model, teacher, supervisor, and evaluator while guiding the

student toward competence in providing nursing care to clients in a health care setting. As outlined by the California Board of Registered Nurses, a preceptor shall have at least one-year continuous, full time or its equivalent experience in the designated nursing unit within the previous five years as a registered nurse providing direct patient care. The preceptor holds a current, active California RN license and is competent in the clinical setting and has experience in the institution for at least one year. The preceptor is assigned to assist and supervise nursing students in an educational experience that is designed and directed by the faculty advisor. A relief preceptor is equally qualified and available on the primary preceptor's days off. The preceptor is expected to abide by the same standards, be oriented by the faculty and sign a preceptorship contract.

1. Criteria used for preceptor selection:
   a. Students complete a survey outlining their preferences for preceptorship specialty and facility; The default is medical surgical nursing.
   b. Clinical placement coordinator contacts respective agencies with preceptorship requests.
   c. Agency selects preceptors that have had experience with precepting students and who have attended a preceptorship class.
   d. The clinical coordinator reviews list of preceptors with the agency clinical educator.
   e. The clinical coordinator pairs the preceptor with the student preference. If the preceptor has been used in the past unsuccessfully the clinical coordinator will discuss with agency clinical educator and request an alternative preceptor.
   f. The preceptor will be qualified in the area of selection (i.e. pediatrics, obstetrics etc.).
2. Orientation for preceptor:
   a. Each preceptor will meet with the faculty of record and their assigned student to discuss;
      i. Preceptor Handbook
      ii. Preceptor Policies
      iii. Responsibilities of all parties
3. Qualifications for each preceptor and relief preceptor
   a. Active CA BRN license
   b. At least one-year continuous, full time or its equivalent experience in the designated nursing unit within the previous five years as a registered nursing providing direct patient care.
   c. Employed by the agency for one year or more.
   d. Complete an agency preceptor course - not every agency provides this. The DON chair can assist with paying for a preceptor course as needed.
   e. Sign a preceptor contract (preceptor, student & faculty)
4. Communication
   a. Clinical Coordinator contacts the student, provides the name, and contact information of the assigned preceptor.
   b. The student contacts the preceptor and sets an initial appointment with the preceptor attended by the faculty of record for introductions,

orientation/contract, and scheduling.

    c. The communication plan is an exchange of cell phone numbers and emails of all parties.

    d. All parties are instructed that the faculty or their designee will be available by phone during the clinical on-site preceptorship.

    e. A calendar is exchanged for shift assignment and updated as necessary. A copy of the student schedule is provided to the preceptor and a copy is kept on the department Google Drive.

    f. The calendar is available to Course Lead, Program Directors and Chair of the nursing department and faculty in the specialty area.

    g. Students are expected to notify their preceptor and clinical instructor if there are changes to the schedule, including sick days.

5. Responsibilities of the Faculty

    a. Regular and ongoing conferences are arranged with the faculty, preceptor and student.

    b. Minimally the student, preceptor and faculty will conference three times during the preceptorship course, at the initial meeting, at midterm and at the end of the preceptorship; more frequent site visits may be required.

    c. With input from the preceptor and student, faculty is responsible to complete the Clinical Evaluation tool both mid-term and final.

    d. Clinical is pass/fail and if passed the didactic is then graded based on written assignments and performance criteria.

6. Preceptor Records

    a. The dept. preceptor file will include for each preceptor.

        i. Contract signed by all three parties & dates of preceptorship.

        ii. Breeze license verification

        iii. Contact information.

7. Student/faculty evaluation of preceptor

    a. At the end of each experience both the faculty and student will complete an evaluation of the preceptor. These will be placed in the course (green folder) file. Unsatisfactory evaluations will be discussed for follow-up with the agency educator or representative.

8. Availability of faculty and preceptor to the student during their preceptorship experience;

    a. Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.

    b. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.

9. Faculty/student ratio for preceptorship experience shall be based on the following criteria:

    a. Student/preceptor needs;

    b. Faculty's ability to effectively supervise;

    c. Students' assigned nursing area; and

    d. Agency/facility requirements.

# CONTENT EXPERTS BACCALAUREATE PRE-LICENSURE PROGRAM

Content experts are designated in each of the major nursing areas –Medical-Surgical, Obstetrics, Pediatrics, Psychiatric Nursing and Geriatrics as per BRN regulations. Content experts will serve until changed by the faculty. The content expert will have advanced educational preparation and clinical expertise in the designated content area as determined by BRN guidelines for content experts. The functions of the content expert in each designated area are to provide guidance in both theoretical and clinical curriculum development, and to serve as a resource person for less experienced faculty in the designated content areas.

## CLINICAL INSTRUCTION

A major portion of all DON programs involve clinical experiences/instruction in a wide variety of clinical settings.

There are several dimensions that are taken into consideration when using clinical sites for student learning experiences. Our number one priority is the safety of patients, students, and faculty. This section of the handbook addresses these areas.

### Student/Faculty Ratios

The number of students to faculty ratio and course unit assignment per student load is determined by policies, which include the CA. BRN, the CBA and the CSU and are assigned by the Chair of the Department as delegated by the School Dean.

### Faculty Absences

Faculty with a scheduled assignment that are ill or require a day off should contact the respective program Director as soon as possible. If the Director is unable to find a substitute, the class may need to be canceled. Students should be notified as soon as possible via phone or email if class/clinical is canceled. Depending on the situation, class or clinical may be modified.

Facilities at times ask that students not be present due to accrediting evaluations, union actions, or health department quarantines. Each faculty member has the responsibility to communicate with the course lead and the director immediately regarding situations in the clinical setting that impact student assignments to a facility. Examples would be changes in patient census or acuity, restrictions placed by the facility on the number of students that can be present, and requests that students and faculty will still have a clinical day. Faculty are to develop alternative assignments for days when it is not possible to be in a clinical setting or on campus. The alternative assignment can also be used in the event of faculty illness absences so students can have meaningful learning experience even when not in the clinical setting. Students are not required to make up clinical hours due to faculty absences.

## DIDACTIC COURSES

Use course objectives and subsequent student learning outcome in preparing for instructional sessions. Keep the course lead informed of concerns/problems related to the course; notify the course lead and Department

Chair of a reportable clinical incident or professional conduct issue within 24 hours. Add to the annual course summary in consultation with the course lead.

## CLINICAL COURSES

**Essential Functions of a Clinical Instructor**
Faculty are expected to:

1. **Orientation: Undergraduate**
   a. Under the direction of the course lead or Director, clinical faculty will be provided instructions on communicating, developing or setting up clinical placements ahead of the rotation.
   b. In collaboration with the agency, orient yourself to agency policies, procedures, and course expectations prior to the start of the semester.
   c. Ensure thorough orientation of students to agency.
   d. Manage the onboarding requirements for students and faculty at the agency including providing contact information for the students and clinical instructor(s).
   e. Maintain current knowledge of agency policies and procedures.
   f. Post and distribute to the agency and students typed a detailed clinical schedule of student assignments for each clinical unit including dates and times as indicated with each program.
   g. Provide clinical binder for unit staff and students with clinical objectives and written guidelines relevant to student skill level and scope of student practice.
   h. Provide the agency with a list of students and their contact numbers and other data requested by the agency.
   i. Plan and monitor special experiences.
   j. Provide the facility with contact information for faculty members and students.
   k. Obtain DON official name badge from administrative coordinator in the Nursing office.
   l. Follow preceptorship guidelines if working with students in a preceptorship.
2. **Assignments**
   a. Post daily student patient assignments if appropriate to level and agency policies.
   b. Make student assignments consistent with the student's knowledge base and skill competency.
   c. Make student assignments consistent with individual learning needs.
3. **Communication**
   a. Maintain effective open communication with:
      i. Students
      ii. Program Director
      iii. Course lead
      iv. Course team members

       **v.** Agency staff

       **vi.** DON staff

4. **Program Planning and Implementation**

   a. Attend and participate in team meetings and when possible DON meetings.

   b. Implement curriculum as developed by faculty and team to ensure consistency among team members and between program levels.

   c. Implement Program policies and procedures and follow program guidelines.

   d. Follow BRN guidelines and policies that relate to the practice of professional nursing and nursing education.

   e. Complete required training as needed.

5. **Clinical Responsibilities**

   a. Supervise students in the clinical setting as required by BRN regulations and program policies.

   b. Be available to staff and students for discussion, clarification, or interpretation of a student's assignment or student role.

   c. Provide students and staff with contact information.

   d. Evaluate students' level of performance as outlined by clinical evaluation tools and course objectives.

   e. Become familiar and adhere to department and university policies such as Mid Term Notification; Policy on Professional and Safe Practice and Clinical Performance Policy.

   f. Notify Program Directors regarding student problems.

   g. Review, evaluate and provide timely feedback on clinical assignments and grades as outlined in the course syllabus.

6. **Student Counseling/Documentation**

   a. Provide timely feedback to students relevant to their clinical performance.

   b. Provide corrective counseling when clinical and/or theory objectives are not being met and clinical performance is not consistent with expected standards of performance.

   c. In consultation with the Program Director and Chair, document counseling per program policy using the [Performance Improvement Plan](#) or email for verbal counseling.

   d. Carefully monitor and provide frequent feedback to students who are working on performance improvement plans.

7. **Resource/Role Model**

   a. Serve as a resource person to help students meet objectives.

   b. Promote critical thinking and application of the nursing role related to the enrolled program.

   c. Establish and maintain a professional relationship with students.

   d. Serve as a role model for professional behavior.

   e. Conduct clinical conferences for integration and application of

theoretical knowledge in the clinical setting.

    f. Maintain a current theoretical knowledge base and clinical competency relevant to teaching assignments.

    g. Maintain current licenses, certifications and health and safety requirements as outlined at the assigned clinical facility.

8. **Student Grading**

    a. Clinical instructors must complete a midterm and final clinical evaluation conference with each student providing a written summary of their clinical learning outcomes (per course syllabus). Discuss the summary with the student and have the student sign the evaluation form.

    b. File all original student evaluation forms in student files.

    c. Submit grades for students via Canvas and PeopleSoft if you are the lead instructor for the course.

    d. Complete the faculty evaluation of clinical sites/preceptor's survey (sent to email account).

    e. Encourage students to complete the clinical site/preceptor evaluation.

# Graduate FNP Faculty

1. **The SSU FNP Faculty team has identified the following criteria as evidence of faculty clinical competence. Any member of the FNP teaching team must meet at least three of the following criteria to be considered clinically competent:**

    a. Current clinical practice in Primary Care (average 4 hrs./week)

    b. Current clinical research in Primary Care

    c. Maintaining ANCC or AANP National Certification in Primary Care specialty

    d. Maintaining continuing education units that have a Primary Care focus. Must be at least 30 units/2 years.

    e. Experience precepting clinical students in Primary Care

    f. Faculty site visiting and supervising clinical students in Primary Care.

    g. Scholarly contribution to Primary Care: Publishing, lecturing, teaching, grant work.

    h. Volunteering as an NP in Primary Care clinical site.

    i. Participation as an active member of a committee that is involved in overseeing some aspect of Primary Care practice: i.e. community boards, peer review, policy and procedure committee.

2. **Faculty Responsibilities in Graduate Program**

    a. Meet with the FNP team monthly and final review at the end of the academic year. All faculty will collaborate in discussions to help students at risk and document student progress. If not able to attend a meeting, follow up with the program director to maintain currency.

    b. Participate in the evaluation process by reviewing previous green

evaluation folders for course assignments, evaluation, and recommendations.

c. Course Lead faculty will Prepare LMS (Canvas) site and will update syllabus, contact information, objectives, learning activities, evaluation methods and dates of on campus instruction seminars/labs, in Canvas according to template.

d. Clinical faculty will familiarize themselves with site location, type and philosophy at the beginning of semester assessing for appropriateness to meet student-learning objectives.

e. Confirm with students and verify in the clinical database current contract and/or letter of agreement file in Nursing Office, provide orientation to JCFC, MGM and Esplanade house faculty supervised clinical sites as appropriate based on assigned role.

f. Clinical Faculty will meet with clinical students assigned and confirm sites, days students are in clinical and potential site visits and communicate the process for communication at the beginning of semester. Clinical faculty and/or the student is responsible for providing contact information for clinical faculty to the preceptor early in the semester.

g. Clinical faculty are responsible for making a minimum of one face to face site visit each semester per assigned student.

h. During site visits, clinical faculty should meet with the preceptor and review any questions related to the preceptor handbook and discuss concerns about student performance.

i. Clinical faculty will wear DON official name badge during all site visits.

j. Clinical faculty/Director/Assistant director are available to students and preceptors by phone during preceptorship for advising and consultation.

k. Clinical faculty will regularly monitor the clinical database (Typhon) for appropriate clinical experiences and time logged based on progression in program.

l. Clinical faculty are responsible for evaluating clinical performance and clinical paperwork weekly and providing timely feedback (within one week of due date) and will report any issues to the director. At midterm faculty are responsible for letting students know their progress, if a student is in failing mode a performance improvement plan must be completed. At the end of the semester faculty are responsible for assigning a letter grade.

m. Course Lead faculty will order agreed upon textbooks in October for Spring and April for Fall from the bookstore at SSU. Course Lead faculty will plan student orientation to course and be knowledgeable re their faculty roles.

n. Director will assign faculty to clinical students prior to the beginning of semester.

o. Course Lead faculty maintain communication with the Director for any course concerns.

p. All Faculty facilitate evaluation of course including student,

faculty, program, clinical sites, preceptors, course materials, and outcomes.
q.  Follow DON Program Evaluation, BRN, NONPF and AACN requirements for evaluation, revision and reevaluation.
r.  All faculty are expected to participate in OSCE in 550C and Simulated exams in N550A and B.

**Donated Skills Lab Supplies:**
Many faculties have access to discarded supplies that could be saved for student instruction. We welcome donated supplies **only** as approved by each program director. Please do not just bring items in to the skills lab without conferring with program director and skills coordinators.

**Faculty Providing Patient Care Policy**
When faculty are employed in a clinical setting it is often difficult for the staff to see the faculty member as an instructor on the days when teaching. They may ask the faculty member to help out by providing nursing care to patients not assigned to students. Faculty can provide nursing services to patients only in conjunction with the nursing student who has been assigned to the patient. This is a BRN regulation. ([www.rn.ca.gov](www.rn.ca.gov))

**Faculty Dress Code and Appearance**
Faculty is expected to have a professional appearance as representatives of DON. Appearance should be conservative and meet standards appropriate to the nursing profession in Sonoma County. The dress code for faculty depends on the area of teaching and meets the standards of the assigned clinical setting. When giving lectures, professional business apparel is appropriate.

## CLINICAL AFFILIATION
Sonoma State University must have a written contract with each clinical agency used as a clinical site where students provide nursing care. A Clinical Affiliation Request Form is to be submitted to the Chair/Program Director. Notify the Director and Chair of any new clinical agencies long before they are to be used so that the contracts can be initiated, and the site can be approved by the BRN if needed.

## PRECEPTORS
The DON values our relationships with preceptors in both the undergraduate and graduate programs. Each program has specific criteria for selection and documentation of preceptor experiences. These are in the respective preceptor handbooks for each program.

## STUDENT SUPERVISION/MALPRACTICE INSURANCE
Professional liability insurance (also known as "malpractice" insurance) is provided at no cost by the California State University. The California State University holds a blanket liability insurance policy with coverage in the amount of $2 million per occurrence/ $4 million aggregate for all nursing faculty in its system.

## FACULTY ORIENTATION

All new faculty are invited to participate in an orientation program designed by SSU Faculty Affairs. Information regarding this orientation is sent to each new faculty member during the summer prior to the August orientation date.

## FACULTY GUIDANCE AND SUPPORT

Ongoing guidance and support for all faculty in the instructor role is provided. Each new faculty will be assigned a course mentor and will also be oriented by the Program Directors. Orientation activities, including periodic workshops, are available for all faculty in which the essential elements of the program and teaching tools are reviewed. In addition, all new full time and adjunct faculty are oriented to the DON. This includes a general orientation relevant to various aspects of the Nursing Program as well as an orientation specific to the faculty teaching assignment.

Department and team meetings provide an opportunity for faculty growth, support and input into program planning and implementation. New faculty will find team meetings especially helpful.

Faculty and course leads are available for mentorship and guidance in relation to course planning, implementation, and evaluation. The Director and Assistant Director are also available to assist faculty. In instances where students are having difficulty meeting course objectives, **guidance is to be sought first from the Program Director who may refer the issue to the Chair.** The focus of this guidance is to assist the faculty member in early identification and effective interventions for students at risk for failure. Faculty need to proactively employ clear communication strategies and notification documentation aimed at student success and ensure that students are provided due process.

Orientation to the clinical facility will vary depending upon the faculty's knowledge about a given clinical facility and the orientation plan requirements for the assigned clinical agency.

## FACULTY ORGANIZATION/COMMITTEE STRUCTURE

The BRN requires (BRN REGS: Section 1424g) that "there shall be a faculty organization which has the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the Program." The BRN requires evidence of meeting attendance by faculty, which must be available for BRN review by the BRN consultant as part of the program approval process.

The standing Faculty committees are:
- Department
- Program
- Team
- RTP
- TFE

Each Team schedules monthly meetings, and all Program specific faculty are expected to participate.

**Department of Nursing Committee**

The Department of Nursing Committee is run by the Department Chair, meets monthly and has the primary responsibility for developing, reviewing, and approving policies and procedures developed by program committees. Teams report their activities and recommendations at this meeting for curriculum and program changes. University information, policies and concerns that affect the program and faculty are presented. This is also the arena for discussing new and ongoing programs, instruction, evaluation, and planning. Attendance is required of all full-time faculty and encouraged for all lecturer faculty. Minutes are maintained and prepared for BRN & National Accreditors review at site visits.

**Program & Team Committees**

Program committees are divided into the baccalaureate program faculty that includes the pre and post licensure tracks, and the master's program. Teams may be differentiated by pre- and post-licensure faculty. The master's team includes the FNP Masters and the post-master's Certificate FNP. Team meetings may be held concurrently with Program meetings at the discretion of the Directors. Team meetings have the primary responsibility of developing, evaluating, revising curriculum, reviewing, and evaluating policies, and making changes based on student input. Reviewing and evaluating admission criteria, discussion of student issues, course evaluations and recommendations for improvement, licensing and credentialing success rates, job placement rates, clinical placements, on site laboratory needs, course materials, technology support, advising, and other program specific needs.

**SONOMA STATE UNIVERSITY**
**DEPARTMENT OF NURSING**
**DEPARTMENT CHAIR**

The primary responsibility of the Department Chair is to facilitate effective operation of the department to achieve its stated mission, purpose, and goals. The Department Chair serves as a liaison to the School, the University, and the community. The functions of the Department Chair are to:

Community
- Represent the department at community and/or professional meetings at the local, regional, state, and national level.
- Convene the Department Advisory Board at regular intervals to maintain informed cooperative working relationships with major collaborations in the health care community.
- Participate in professional activities at the local, regional, state, and national level to keep the department apprised of major trends and issues in health care and nursing education.
- Work with the university and the community in developing strategies for fundraising for the department.
- Provide leadership and encourage faculty, staff, and students to be active participants in community building.

School/University
- In collaboration with the Dean of the School of Science and Technology and the faculty of the department, prepare an annual budget for the department.
- In collaboration with the faculty of the department and the Dean of the School of Science and Technology, prepare an annual schedule of classes and faculty assignments.
- As a member of the School of Science and Technology Council of Department Chairs, represent and advocate for the faculty and students of the department.
- Promote a cooperative climate with other departments in the University in support of meeting the programmatic needs of the Nursing Department.

Department
- Provide leadership in the development, implementation and evaluation of department policies and procedures.
- Be responsible for the effective operation of the Department Office.

- Administer the department's resources effectively, including budget, foundation accounts and development money, equipment, and lab in consultation with faculty and the SST Office.
- Accountable to assure that the department fulfills its legal responsibilities regarding faculty rights, students' rights, Americans with Disabilities Act, Workers' Compensation, and workplace safety.
- Coordinate the department's response to annual reports, BRN, CCNE and the University catalog revisions biannually.
- Coordinate and plan department processes for major accreditation reports of the California State Boards of Registered Nursing, Commission on Collegiate Nursing Education, SSU Educational Policies Committee, and WASC.
- Coordinate and oversee the department's evaluation plan in achieving designated outcomes that express the department's mission.
- Initiate and monitor departmental search committees for both tenure track and part-time positions and serve on respective search committees.
- Coordinate with the department RTP and temporary lecture evaluation committees in the evaluation of all tenure track faculty, post-tenure reviews and part-time faculty evaluations.
- Coordinate with the University, School and faculty of the department an effective program of academic advising.
- Search for potential funding sources for department programs in collaboration with the faculty and/or community representatives.
- Provide departmental support, review and endorsement for contracts and grants.
- Foster faculty development in teaching excellence, research, and scholarship.
- Encourage faculty creativity and entrepreneurial endeavors that support the department mission and goals.
- Orient new faculty to department, school and university policies and procedures.
- Serve as liaison to the University Admissions and Records Office, the Development Office and Student Affairs Office and other campus resources involved in student recruiting.
- Coordinate department marketing/student recruiting efforts.

Students
- With faculty and staff, create an atmosphere that is respectful and responsive to student learning.
- Provide counsel and guidance to faculty and students when issues, problems or grievances arise.
- Encourage student participation in departmental meetings and processes.
- Provide leadership in the recruitment, retention, and orientation of new students.

**Chair Election Process:** The selection of a Department Chair is conducted as outlined in the CSU CBA.

# SONOMA STATE UNIVERSITY
## DEPARTMENT OF NURSING
## DIRECTOR PRE-LICENSURE BSN PROGRAM

Director means the registered nurse administrator or faculty member who meets the qualifications of section 1425(a) and has the authority and responsibility to administer the program. The director coordinates and directs all activities in developing, implementing, and managing a nursing program, including its fiscal planning.

Qualifications

The director of the program shall meet the following minimum qualifications:

1. Clear and active CA RN license
2. A master's or higher degree from an accredited college or university which includes course work in nursing, education, or administration;
3. One (1) years' experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);
4. Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and
5. One (1) year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or
6. Equivalent experience and/or education, as determined by the board.

Responsibilities

- Assume the role of Chair in their absence.
- Report any program/faculty/curriculum changes to the BRN in keeping with legal regulations.
- Co-chair BSN team meetings.
- Review and make recommendations to the faculty regarding admission criteria and policies of the Pre-License Program congruent with Department and University policy standards.
- Assist with scheduling pre-licensure courses.
- Oversight of Clinical Affiliation Agreements, partnership relationships and fostering expansion of clinical sites.
- Recommend and prioritize lab and material needs as part of fiscal management of Pre-Licensure Program.
- Participate in the Nursing Advisory Council.
- Collaborate with Chair and other Directors in CA BRN State and National Accreditation review and preparation.
- Oversee Preceptor processes as outlined by National Accreditation & BRN.
- Provide oversight for program assessment and produce the annual review/report.
- Monitors curriculum alignment, mapping, and overview.

- Nominate Pre-License students for scholarships, grants, and other appropriate awards. Prepare letters of recommendation for students as is appropriate.
- Counsel students at risk for program failure or dismissal and assure adherence to student-contracting procedures.
- Works with the Assistant Director on the development and delivery of the Pre-licensure summer program orientation
- Advises Pre-Nursing students.

**SONOMA STATE UNIVERSITY**
**DEPARTMENT OF NURSING**
**ASSISTANT DIRECTOR PRE-LICENSURE BSN PROGRAM**

Qualifications

Meet all requirements of the California Board of Registered Nursing including:
1. Master's degree or higher in nursing.
2. Two years' experience teaching in a pre-post licensure registered nursing program.
3. Two-year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse.
4. Clear and active CA RN license

Responsibilities

Assist the Director/Chair with the following duties:
- Assume the role of Director in their absence.
- Collaborate and communicate with course leads.
- Co-Chair prelicensure BSN team meetings.
- In concert with the Director, review and make recommendations to the faculty regarding admission criteria and policies of the Pre-License Program congruent with Department and University policy standards.
- Assist with scheduling pre-licensure courses.
- Act as clinical liaison for oversight of Clinical Affiliation Agreements, partnership relationships and fostering expansion of clinical sites.
- Recommend and prioritize lab and material needs.
- Participate in Nursing Advisory Council meetings.
- Assist in CA BRN State and National Accreditation review and preparation.
- Oversee Preceptor processes as outlined by National Accreditation & BRN.
- Provide oversight for program assessment and produce the annual review/report.
- Monitors curriculum alignment, mapping and overview.
- Becomes familiar developing student-leaders and encourages faculty to inform students regarding the governance of the Department of Nursing and the need for student participation.
- As faculty leader functions as liaison and encourages student participation in student organizations and professional Nursing organizations.

- Nominate Pre-License students for scholarships, grants, and other appropriate awards. Prepare letters of recommendation for students as is appropriate.
- Works with the Director to counsel students at risk for program failure or dismissal and assure adherence to student-contracting procedures.
- Provide leadership and encourage faculty, staff and students to be active participants in community building.
- Organizes and directs the Pre-licensure summer program orientation.
- Advise pre-licensure students.
- Community outreach presenting at Information Night, Decision Day, Mi Futuro, The Latino Forum, etc.
- Faculty Advisor for the Nursing Club.

**SONOMA STATE UNIVERSITY**
**DEPARTMENT OF NURSING**
**DIRECTOR POST-LICENSURE BSN PROGRAM**

Major Responsibilities

- Assume the role of Chair in their absence Collaborate and communicate with course leads Chair and co-chair BSN team meetings.
- Oversee program admission procedures, interventions to foster retention and promote on time graduation of Post-License students.
- Coordinates scheduling of all post-licensure courses.
- Oversight of clinical faculty in obtaining Clinical Affiliation Agreements, partnership relationships and fostering expansion of clinical sites.
- Participate in the Nursing Advisory Council.
- Assist in State and National Accreditation.
- Oversee Preceptor processes as outlined by national accreditation & BRN.
- Supervise program assessment and quality improvement.
- Monitors curriculum alignment and manages revisions.
- Develops and manages the CNECM budget.

Duties include:
- Provide leadership in Post-Licensure BSN Program quality control, maintenance, planning and development.
- Work with Chair on course assignments for Post-Licensure BSN faculty.
- Investigate and initiate innovative methods to maintain and broaden the quality of the Post-License Program, via partnerships, curriculum revision, and course delivery methods.
- Orient and mentor new Assistant Director and Post-Licensure BSN faculty to the curriculum, courses, grading methods and practicum site visitation methods as appropriate.
- Communicates regularly with the five community college campuses in the SSU service area.
- Assists the CNECM Advisor to update and post curricular RN-BSN Roadmaps from each community college.
- Oversees practicum faculty orientation, establishes, and supervises affiliations with clinical agencies, preceptors and, with other appropriate faculty, acts as liaison between community agencies, the Post-license program, and the Department of Nursing. Works with Course Lead for practicum courses.
- In conjunction with the department administrative assistant, to review, and maintain all letters of agreement/contracts with preceptors and agencies, to meet and comply with the BRN regulations and CCNE standards.
- Serve as expert and resource person to faculty regarding the Post-license curriculum.
- Serve as consultant to Chair and faculty regarding progression, retention, and graduation requirements of students.

- Maintain knowledge of CA BRN Nursing Practice act and BRN regulations pertaining to quality Post-License program maintenance.
- Coordinate, and maintain a close working relationship with the Department of Extended Education regarding Post-License curriculum.
- Attend and participate in all Department meetings pertinent to the Post-License Program.
- Arrange and chair Post-License team meetings and supervise the preparation and maintenance of meeting minutes.
- Coordinate curriculum as it relates to the conceptual framework outlined by the faculty and oversee the implementation of the curriculum and the accomplishment of program objectives for the Post-License Program.
- Works with BSN team to assure quality and availability of general education courses for on time graduation.

Admissions
- Review and make recommendations to the faculty regarding admission criteria and policies of the Post-License Program congruent with Department and University policy standards.
- Prepare admission requirements for catalog annually.
- Develop, prepare, and update informational material sent out to interested candidates about the Post-License program and the two routes of admission (CNECM and T POST).
- Respond to requests for information about the Post-Licensure program and communicate with interested students as time allows.
- Each spring reviews and ranks all Post-Licensure candidate files. Oversee review draft acceptance/denial letters, supervise issuance of letters, and discuss outcome with applicants as necessary and sign-off on BSN admissions paperwork.
- Each year coordinates orientation sessions for incoming Post-License students.

Student/Faculty
- Inform students and encourage faculty to inform students regarding the governance of the Department of Nursing and the need for student participation. Act as a liaison and encourage student participation in student organizations and professional Nursing Organizations.
- Nominate Post-License students for scholarships, grants, and other appropriate awards. Prepare letters of recommendation for students as is appropriate.
- Counsel students at risk for program failure or dismissal and oversee student contract procedures.

Other
- Represents the University, Department and FNP Program by participating in/on community, State National and Professional committees/organizations.

**SONOMA STATE UNIVERSITY DEPARTMENT OF NURSING**
**ASSISTANT DIRECTOR POST-LICENSURE BSN PROGRAM**

<u>Major Responsibilities</u>

- Contributes to leadership in quality, maintenance, planning and development of Post-License BSN Program.
- Assume the responsibilities of Director in their absence Leads program assessment and quality improvement.
- Assure compliance with CA BRN and accreditation standards.
- Contribute as needed in all Department meetings pertinent to the Post-License Program.
- Orient and mentor novice Post-License BSN faculty to the curriculum, courses, grading methods and policies as appropriate.
- Oversees compliance with student practicum requirements.
- Participates in interventions to foster retention and promote on time graduation Participates in meetings with partners and Advisory Boards.
- Becomes familiar with partnership relationships and fostering expansion of clinical sites and Preceptor processes as outlined BRN regulations and accrediting body.
- Becomes familiar with program admission procedures,

<u>Duties include:</u>
- Assure completeness of all program records.
- Maintains documentation:
  - CNECM Team and BSN meeting minutes
  - Green Folders (Course Evaluations)
  - Mid and End of Program Evaluation distribution and reports
  - Program Outcomes
- Work with Director as contributor in self-study for accreditation.
- Monitors curriculum alignment.
- Oversees mapping of AACN BSN Essentials in each course and assures program meets each component.
- Communicates need for curriculum revision program to Director and in concert with Director communicates need for alignment of curriculum with course leads.
- Arrange Post-Licensure team meetings and supervise the preparation and maintenance of meeting minutes.
- Co-chair Post-Licensure BSN team meetings – prepares agenda with Director.
- Assures student practicum requirements are met prior to start of fall semester and ongoing monitoring of enrolled students. Communicates with administrative assistant, students, and faculty as needed.
- In concert with Director, admits new students and conducts orientations.
- Becomes familiar with communication processes with the five community college

campuses in SSU's service area.

- Assists with updating and posting curricular RN-BSN roadmaps from each community college.
- Able to initiate, establish and supervise the contract negotiations with clinical agencies, preceptors and, with other appropriate faculty, act as liaison between community agencies, the Post-license program, and the Department of Nursing.
- In conjunction with the department administrative assistant, to review, and maintain all letters of agreement/contracts with preceptors and agencies, to meet and comply with the BRN regulations and accreditation standards State Nursing Practice act and BRN regulations pertaining to quality Post- License program maintenance.
- Coordination and maintenance of effective working relationship with the Department of Extended Education regarding Post-License curriculum.
- In concert with Director, coordinate curriculum as it relates to the conceptual framework outlined by the faculty and oversee the implementation of the curriculum and the accomplishment of program objectives for the Post-License Program.

Admissions
- In concert with the Director, review and make recommendations to the faculty regarding admission criteria and policies of the Post-License Program congruent with Department and University policy standards.
- Become familiar with preparations for admission requirements for catalog annually.
- Become familiar with the development, preparation and ongoing update of informational material sent out to interested candidates about the Post-License program admission.
- Become familiar with the appropriate responds to requests for information about the Post-License program and communicate with interested students as time allows.
- In concert with Director, review and rank all Post-License candidate files. Oversee review draft acceptance/denial letters, supervise issuance of letters, and discuss outcome with applicants as necessary and sign-off on BSN admissions paperwork.
- In concert with Director, coordinate orientation sessions for incoming (CNECM) and matriculated (CPOST) Post-License students.

Students
- Becomes familiar developing student-leaders and encourage faculty to inform students regarding the governance of the Department of Nursing and the need for student participation.
- As faculty leader functions as liaison and encourage student participation in student organizations and professional Nursing organizations.
- Nominate Post-License students for scholarships, grants, and other appropriate awards. Prepare letters of recommendation for students as is appropriate.
- Works with Director to counsel students at risk for program failure or dismissal and assure adherence to student-contracting procedures.

**SONOMA STATE UNIVERSITY**
**DIRECTOR FAMILY NURSE PRACTITIONER PROGRAM (FNP)**

The FNP Program Director is responsible to inform Faculty, Chairperson, and applicable University interface entities of issues concerning the Family Nurse Practitioner (FNP) Program.

The following are the FNP Director's responsibilities.
- Provide leadership in FNP Program quality control, maintenance, planning and development.
- Work with Chair on course assignments for Graduate and FNP Faculty.
- Investigate and initiate innovative methods to maintain and broaden the quality of the FNP Program, via grants, awards and entrepreneurship.
- Orient and mentor new FNP tenure-track, continuing education, and temporary faculty to the FNP curriculum, courses, grading methods and clinical site visitation methods as appropriate.
- Participate in the evaluation of  FNP tenure-track and temporary faculty.
- Initiate, establish, and supervise the contract negotiations with clinical agencies, preceptors and, with other appropriate faculty, act as liaison between community agencies, the FNP program and the Department of Nursing.
- Review and maintain all letters of agreement/contracts with preceptors and agencies, to meet and comply with the BRN regulations.
- Serve as a resource person to faculty regarding the FNP curriculum.
- Serve as FNP Program consultant to faculty regarding progression, retention and graduation requirements of students.
- Maintain knowledge of The State Nursing Practice act and BRN regulations pertaining to quality FNP program maintenance, so that graduates of the program may be certified to practice in California. (Appendix X)
- Maintain knowledge of National Credentialing body criteria, so that graduates of the program may be eligible to sit for credentialing exams. Compile and report result to faculty and for evaluation document.
- Co-ordinate, and maintain a close working relationship with the School  of Extended and International Education and assigned staff with regards to FNP Post MSN Certificate admissions, retention and curriculum.
- Attend and participate in all Department meetings pertinent to the FNP Program.
- Arrange and chair the FNP team meetings at least each month.
- Initiate and supervise all activities at distance campuses. Maintain close liaison with faculty who have distant students.
- Coordinate curriculum as it relates to the conceptual framework outlined by the faculty and oversee the implementation of the curriculum and the accomplishment of program objectives for both the FNP Masters and Certificate track.

Admissions
- Review and make recommendations to the faculty regarding admission criteria and

policies of the FNP Program congruent with Department and University policy standards.

- Prepare admission requirements for catalog every year.
- 

Student/Faculty

- Inform students and encourage faculty to inform students regarding the governance of the Department of Nursing and the need for student participation in all levels of meetings.
- Act as a liaison and encourage student participation in student organizations and professional FNP organizations.
- Create opportunities for informal interaction among FNP faculty and students and maintain office hours/access that are convenient to students and supervise same in FNP faculty.
- Nominate students on behalf of the FNP team for scholarships, grants, and other appropriate awards. Prepare letters of recommendation for students as is appropriate.
- At the end of each semester, and after degrees are posted, supervise the Graduation paperwork for FNP graduates to be submitted to the BRN.
- Sign all legal/BRN documents, pharmacology documents and National Credentialing exam paperwork submitted by students.
- Throughout the semester, evaluate and sign as appropriate all legal/BRN documents of former students.
- Each semester in team meetings review advising and monitor student progression throughout the FNP program.

**SONOMA STATE UNIVERSITY**
**DEPARTMENT OF NURSING**
**ASSISTANT DIRECTOR FAMILY NURSE PRACTITIONER PROGRAM (FNP)**

The FNP Program Assistant Director is responsible to the Chair & FNP Program Director and assists the director in informing Faculty and applicable University interface entities of issues concerning the Family Nurse Practitioner (FNP) Program.

The following are the FNP Assistant coordinator's responsibilities.

- Provide leadership in FNP Program and assist with quality control, maintenance, planning and development.
- Assist in orienting and mentoring new FNP Tenure-track, and temporary faculty to the FNP curriculum, courses, grading methods and clinical site visitation methods as appropriate.
- Assist in the evaluation of  FNP tenure-track and temporary faculty per CBA.
- Assist in initiating, establishing, and supervising the contract negotiations with clinical agencies, preceptors and, with appropriate faculty as directed by the Program Director. To act as liaison between community agencies, the FNP program and the Department of Nursing.
- Serve as a resource person to faculty and advise students regarding the FNP curriculum.
- Attend and participate in all Department meetings pertinent to the FNP Program.
- Arrange and chair the FNP team meetings in the absence of the director and is responsible for the preparation and maintenance of meeting minutes.
- Participate in University governance, as member of School, Senate or University committees as appropriate.
- Assist the director in collecting and analyzing program evaluation documents and completion of the Annual Program Evaluation document summarizing this data each summer for presentation to faculty of the whole in September.
- Assist the director in collecting and analyzing program data and developing grant applications as directed by Director.

Curriculum
- Assist in coordination of the curriculum as it relates to the conceptual framework outlined by the SSU faculty.
- Make recommendations to the Director regarding proposed courses and requests to delete courses.
- Make recommendations to the Director regarding substantive curricular revisions such as course requirements and prerequisites.

**Student Affairs**

Admissions
- Review with and make recommendations to the director regarding admission criteria and policies of the FNP Program congruent with Department and University policy standards.
- Assist with the review of all FNP, MSN and Post MSN Certificate candidate admission files.
- Respond to requests for information about the FNP program and meet with interested students as time allows as directed by Program Director.
- Assist the director in conducting orientation sessions for incoming part- time and full-time students.

Student/Faculty
- Inform students and encourage faculty to inform students regarding the governance of the Department of Nursing and the need for student participation.
- Act as a liaison and encourage student participation in student organizations and professional FNP organizations.
- Assist the Director in advising and monitoring of student progression in the FNP program.

Other
- Represents the University, Department and FNP Program by participating in/on community, State National and Professional committees/organizations.

## CLINICAL EVALUATION

Evaluation of the extent to which students are achieving the clinical objectives is an essential part of the learning process. Feedback at frequent intervals provides the student and opportunity to refine their knowledge base and use of the nursing process. To successfully complete each course/component, the student must function safely in the clinical setting consistent with expectations for the student's current level of education.

Students have a right to know how they are performing in the clinical setting in relation to their meeting clinical objectives and have the right to an opportunity to remediate when performance is inconsistent with competency standards. Students who demonstrate unsafe practices may be removed from the clinical setting immediately if the faculty member feels that patients' safety may be at risk. (See Student Handbook.)

The Director, or in their absence the Assistant Director, is to be notified immediately when a student is at risk of failing a course.

### Exclusion from Lecture Class

A student may be excluded from class with limitations for disruptive behavior. The SSU policy may be found at http://sonoma.edu/uaffairs/policies/disruptive.html

### Skills / Simulation Lab / Clinical Seminars

An important aspect in the implementation phase of the nursing process is the ability of the nurse to perform certain skills. Opportunity for practice is an essential element in the process of acquiring manual dexterity. Therefore, the skills laboratory is an integral part of the nursing curriculum, allowing the student opportunity to practice and perfect skills prior to the performance in the clinical area.

Students may not perform a skill in the clinical setting unless they have demonstrated the ability to perform the skill competently in the skills lab.

Students must sign the "Policy for Students Practicing on Each Other" prior to performing any invasive skills with a lab partner. (See Student Handbook)
**This policy does not include faculty. Do not allow student to practice any invasive procedure on you.**

## ATTENDANCE POLICIES

Each program has attendance policies for students due to our concern that performance objectives be met. These may be found in the Student Handbook and individual Course Syllabi.

# CONFIDENTIALITY

## Student

Students have the same legal right to confidentiality as patients. It is essential that faculty maintain confidentiality regarding everything related to students including personal information, their educational record, written work, test grades, and student performance. Written assignments must be returned in a manner that ensures privacy. Student problems are not to be discussed with facility personnel, family members, or other students. Confidential materials or documents with student identification that are to be discarded must be shredded. Classmates have the right to not share their personal information with fellow students. Students should be advised that the information regarding their classmates is confidential and should be kept in a private, safe place. Student information may be shared with program faculty and administration as appropriate to plan student instruction and to provide guidance, referrals and assistance as needed. All written documents related to the student instruction and to provide guidance, referrals and assistance as needed. All written documents related to the student, and placed in the student's file, need to be read, signed, and dated by the student and student provided a copy.

The faculty are required to have knowledge of and follow the Family Education Rights Policy Act (See FERPA Appendix). Violations of this policy are grounds for immediate dismissal.

## Client/Patient

Students need to be reminded to maintain confidentiality of information that comes to them as a result of their presence in a clinical site. Students may not view patient charts of individuals not assigned to them. Under no circumstances are students to photocopy client/patient records.

# NURSING ADVISORY COMMITTEE

## Advisory Committee

Advisory committee members are appointed to assist in the development of educational programs. Such committees are properly constituted to include representative citizens who are recognized and respected experts in their fields. A committee is advisory in full meaning of that word and performs its functions by making recommendations to the college authorities. Faculty is encouraged to recommend potential advisory committee members to the Chair.

## Functions:

An advisory committee may perform all or some of the following functions:

1. Evaluate an existing curriculum.
2. Develop data concerning need, costs, facilities required, and potential enrollment for a new curriculum.
3. Make subject-matter recommendations for a new curriculum.
4. Assist in setting up standards for entrance into the curriculum under study.
5. Help in recruiting applicants for admission.
6. Advise on the appropriate qualifications for instruction personnel in a particular program.

7.  Assist in establishing standards for cooperative part-time, on-the-job training and developing opportunities for such training.
8.  Participate in a program for publicizing the content and aims of the curriculum and for placement of graduates.
9.  Keep the college informed on changes in the labor market, specific needs, surpluses, etc.

## DON SYSTEMATIC PLAN OF EVALUATION

Section 1424 (b) (1) of the Nurse Practice Act states: "The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedure, attrition, and retention of students, and performance of graduates meeting community needs."

The DON has an evaluation plan for each program that meets the criteria for the BRN and National Accreditation. The SPE is located in the Appendices. The SPE is reviewed each semester and as an annual report. See Appendix:87 for SPE/ Evaluation Responsibility Matrix.

## Faculty Evaluations

### Tenure and Tenure Track Faculty

All faculty are evaluated per the CSU CBA. Tenure and Tenure Track Faculty are referred to the Faculty Affairs to review SSU Policies and Procedures on faculty evaluation. http://www.sonoma.edu/aa/fa/.

### Temporary Lecturers

The Department of Nursing procedures to evaluate temporary lecturers complies with Collective Bargaining Agreement and University's Periodic Evaluation of Temporary Faculty. The Department uses the University's guidelines for evaluating applications for range elevation by lecturers https://www.sonoma.edu/policies/lecturers-range-elevation

All reviews and peer observations will be conducted by the Temporary Faculty Evaluation (TFE) Committee comprised of tenured and probationary faculty.

### Full Time or Part Time Lecturers Appointed for Three-Year Appointments

Three-year lecturers are evaluated at least once during appointment. The cumulative review will include a minimum of one peer observation and SETE summaries. Any other materials requested to be included by the person being reviewed may be included.

### Full Time or Part Time Appointed For 2 or More Semesters

All other temporary faculty will be evaluated annually. The review will include SETE summaries and a minimum of one peer observation for returning faculty. Any other materials requested to be included by the person being reviewed may be included.

### Part Time Appointed For 1 Semester

First time temporary faculty reviews will include a peer observation in first AY courses and SETE summaries. Any other materials requested to be included by the person being reviewed may be included.

# USEFUL WEBSITES AND INFORMATION

There are areas in which faculty frequently have questions. The following section of this handbook is designed to provide answers to these questions and other information that faculty might find to be useful.

**Keys**
http://seawolfservices.sonoma.edu/forms

**Office Assignment/Equipment**
The Chair of the Department makes office assignments. Shared office space is not uncommon depending on the number of office available in the department. Office equipment is available including a computer, seating, and supplies upon reasonable requests. Wall repair and painting can also be requested. Report any damages or repairs needed upon discovery for your health and safety.

**Office Hours**
Faculty teaching face-to-face and online is expected to be available regularly during the semester for individual student contact. Office hours are to be communicated with the students in all syllabi and stated hours or processes are to be maintained throughout the semester. Refer to the University Policy on Office Hours for details.

**Parking**
https://parking.sonoma.edu/parking/parking-permits-passes

**Payroll and Benefits**
http://hr.sonoma.edu/payroll

**Sigma Theta Tau-Lambda Gamma Chapter**
https://thecircle.sigmanursing.org/lambdagammachapter/home

**Teaching Schedule**
The teaching assignments and schedule are developed by the Chair in consultation with Program Directors. Offers are made by the Dean to meet the needs of each program and the Department. Teaching assignments, offers for work, and entitlements are outlined in the CSU CBA.

**Workers' Compensation Information**
If at any time a student or faculty is injured at the clinical site please seek immediate medical attention and follow all procedures for workers' compensation located at http://hr.sonoma.edu/payroll/workers-compensation

**Email**
Is the primary method of communication on campus and in the program. The university

requires that all faculty have an SSU email account, and that official communication will be through that account with the department and students.

**Mail**
Incoming mail is placed in faculty mailboxes or folders in the workroom. The department only can mail paychecks to a faculty if permission is given and the office has stamped, self-addressed envelopes on-hand supplied by faculty.

**Sexual Harassment and Discrimination**
Sexual harassment and discrimination policies and reporting procedures are located at:
https://ophd.sonoma.edu/

**Drug Free Workplace:** http://www.sonoma.edu/updates/2021/maintaining-drug-free-campus-and-workplace

**Smoke Free Campus:** https://health.sonoma.edu/health-topics/nicotine-use

**Vehicle Liability:** Faculty and Staff may not transport students in their vehicles due to liability issues.

**Forms:** Several SSU forms, as well as forms developed by the DON, are used by faculty at various times. In addition, the BRN requires that certain forms be submitted indicating program/faculty approval. All copies are available on-line.

SSU forms used each semester:
Travel Authorization (for clinical travel)
Key Requests (for each classroom assignment)
Textbook Order Forms (online October for Spring and April for Fall)

**Textbook Orders**
https://ctet.sonoma.edu/professional-development/affordable-learning/working-barnes-and-noble

## BOARD OF REGISTERED NURSING
## POLICIES, REGULATIONS, PROCEDURES & GUIDELINES

The Board of Registered Nursing has two major responsibilities.

1. Consumer and public protection.
2. Accreditation of professional nursing programs.

The BRN has developed a Directors Handbook reflecting current policies, regulations, procedures, and guidelines. A copy of this handbook is available to faculty from the Chair.

The following information includes selected BRN policies, regulations and procedures that will assist faculty in functioning as a nursing instructor consistent with these policies, regulations, and procedures.

**BRN Faculty Appointment Approval**

All faculty members teaching in the prelicensure BSN program must be approved by the Board of Registered Nursing for the specific clinical and content areas for which they are requesting to teach prior to any clinical or class assignment. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned. Clinically competent means that a nursing program faculty member processes and exercises the degree of learning, skill, care, and experience ordinarily possessed and exercised by staff level registered nurses of the clinical unit to which the instructor is assigned. The BRN requires that clinical faculty have worked at least one year in the area of specialty in the past five years. This requirement can be met by clinical instruction. Faculty will be approved for a clinical assignment area where there is documentation to support education and/or clinical experience. To comply with California law, which requires that every employer of an RN shall ascertain that the nurse is currently licensed, the license of the instructor will be examined at the time of initial employment as well as at license renewal dates. A copy of the current active license must be kept on file in the Nursing Office.

In order to expedite that faculty approval process, the BRN has developed a one-time faculty approval policy. The nursing program director will give a copy of the approved BRN appointment form to the approved faculty member. The faculty member may then use this approved form with other nursing programs.

Faculty members who wish to add an area of content, not previously approved by the BRN, must seek approval through the nursing program director who will initiate the appropriate BRN faculty appointment approval form. Faculty who do not have evidence of direct patient care within the last five years will be required to remediate consistent with BRN guidelines for faculty remediation which can be found in the BRN board approved policy in the Director's Handbook.

**BRN Approval of Clinical Facilities**

Clinical facilities in which students participate in the care of patients in any aspect of the nursing process in the baccalaureate programs, must be approved in advance of student placement by the BRN. Prior to completion of the clinical facility form, the program director and instructor(s) requesting use of the clinical facility will review the BRN criteria and guidelines for the selection of clinical facilities found in section 5.2 of the BRN Directors Manual.

**BRN School Approval Process**

The school approval process occurs once every five years and is conducted by the BRN. This approval process includes the writing of a specific and detailed self-study report demonstrating that rules and regulations mandated by the BRN are being met. There is also an official approval visit. The purpose of the visit is to do an in-depth, on-site evaluation of the nursing program to assess compliance or noncompliance with the BRN policies, regulations, procedures & guidelines. The school is required to prepare and submit this self-study report, which is a self-evaluation of how the criteria set forth in the BRN rules and regulations are met. Development of the self-study report must involve the total faculty.

In preparation for the visit, BRN will provide the school with guidelines for approval visits, guide for preparation of self-study report, application for approval, report on faculty, criteria for approval and guidelines for self-study by a nursing program, total curriculum plan, course of instruction, content of licensure, nursing curriculum, and clinical facilities, post approval visit schedule and approval process questionnaire. The director and faculty prepare this self-study report during the academic year prior to the visit.

The full BRN approval visit usually lasts three days and the Nurse Education Consultants visit classes, skills labs, and clinical facilities. They will also hold meetings with students, faculty, clinical agency staff, and college administration. At the end of the visit, the visitor will give an oral exit report summarizing the program's compliance or noncompliance with the Nurse Practice Act, Title 16, California code of regulations and BRN policies and procedures. A written report is generally sent to the school within two weeks of the visit. The report is also sent to the education committee of the BRN, which places approval, or non-approval of the program on the BRN agenda. If the school is found to be in non-compliance it will be recommended that action on the approval be deferred until the school corrects the violation. If a school is placed on warning status, their approval is in grave jeopardy. For additional information regarding the BRN school approval process please consult the Program Directors Director.

# BRN REGULATIONS: PRE-LICENSURE DIRECTOR & ASSISTANT DIRECTOR

Qualifications for Director and Assistant Director are established by BRN regulations as follows: **CCR 1425**

| REGULATION | INTERPRETATION |
|---|---|
| (b) The registered nurse **director** of the program shall have:<br><br>(1) A master's or higher degree from an accredited college or University which includes coursework in nursing, education or administration. | 1. Master's degree or higher in nursing, education or administration. |
| (2) A minimum of one year's experience in an administrative position; | 1. Administrative position is defined as a director or assistant director who has direct responsibility for administrative decision-making process of the educational program: budgeting, employing, delegating assignments, planning, evaluating and allocating resources.<br>    1. Administrative responsibility:<br>       (a) in a professional nursing education program, which includes diploma, associate, baccalaureate and post- licensure RN programs; or<br>       (b) as a director of nursing and/or in-service education program.<br>2. An academic year of two semesters or three quarters will be regarded as equivalent to one year's administrative experience. |
| (3) A minimum of two years' experience teaching in pre- or post-licensure nursing programs. | 1. An academic year is defined as two semesters or three quarters.<br>2. Full-time teaching experience preferred.<br>3. Pre- or post-licensure nursing programs includes diploma, associate or baccalaureate and master's degree registered nursing programs. |
| (4) At least one year's experience as a registered nurse providing direct patient | 1. One year's continuous full-time experience as a registered nurse providing |

| | |
|---|---|
| care and/or | direct patient care. |
| (5) Equivalent experience as determined by the board. | |

| | |
|---|---|
| (c) The registered nurse **assistant director** shall meet the education requirements set forth in subsection (b) (1) above and the experience requirements set forth in subsections (b) (3) and (b) (4) above or such experience as the Board determines to be equivalent. | 1. Master's degree, which includes coursework in nursing, education, or administration.<br>1. Two years teaching experience in a pre- or post-licensure program- diploma, associate, or baccalaureate degree registered nursing program.<br>2. One-year continuous experience as a registered nurse providing direct patient care. |

## BRN Requirements for FNP/MSN/PMC Director & Assistant Director

Business and Profession Code 1484 https://www.rn.ca.gov/regulations/index.shtml
The director or co-director of the program shall:

  a. Be a registered nurse in California.
  b. Hold a master's degree or higher in nursing or related health field from an accredited college or university.
  c. Have had one academic year's experience, within the last five years, as an instructor in a school of professional nursing, or in a program preparing nurse practitioners.

# Appendices

# Pre-licensure BSN Curriculum
## 4 Year Plan starting Fall 2023

| PRE-NURSING TRACK | | |
|---|---|---|
| **Freshman Year Fall Semester** | | |
| | **GE Area** | **Units** |
| @BIOL 115 Intro to Biology | **B2** | **3** |
| *CHEM 105 Elem of General, Organic & Biochemistry | **B1+B3 lab** | **5** |
| *GE, A2 Written Communication (Stretch option = 2 semester) | **A2** | **3** |
| *MATH 165 Statistics (Stretch option = 2 semester) | **B4** | **4** |
| | | **Total Units: 15** |
| **Freshman Year Spring Semester** | | |
| *BIOL 220 Human Anatomy | | **4** |
| *GE, A3 Critical Thinking | **A3** | **3** |
| *GE, A1 Oral Communication | **A1** | **3** |
| GE, C1 or C2 Arts or Humanities | **C1 or C2** | **3** |
| GE, LD D Social Sciences, AI Overlay | **LD D/AI** | **3** |
| | | **Total Units: 16** |
| **Sophomore Year Fall Semester** | | |
| *BIO 224 Human Physiology | | **4** |
| #GE, D PSY 250 Intro to Psych     (change from Psych 302) | **LD D** | **3** |
| GE, C1 or C2 Arts or Humanities | **C1 or C2** | **3** |
| GE, C1 or C2 Arts or Humanities | **C1 or C2** | **3** |
| NURS 290  Intro to Nutrition | **E** | **3** |
| | | **Total Units: 16** |
| **Sophomore Year Spring Semester** | | |
| *BIO 240 General Microbiology | | **4** |
| GE, Area F | **F** | **3** |
| GE, LD D Social Sciences, AI Overlay | **LD D/AI** | **3** |
| Elective - EDEC 250 (Recommended) | | **3** |
| | | **Total Units: 13** |
| PRE-LICENSURE PROGRAM | | |
| **Junior Year Fall Semester** | | |
| | **GE Area** | **Units** |
| NURS 301 Nursing Care of Adult I [Theory (5)/Clinical (4)] | | **9** |
| NURS 304 Psychiatric & Mental Health Nursing [Theory (4)/Clinical (2)] | | **6** |
| | | **Total Units: 15** |
| **Junior Year Spring Semester** | | |
| NURS 302 Nursing Care of Adult II [Theory (4)/Clinical (2)] | | **6** |
| NURS 305 Maternity & Women's Health Care [Theory (4)/Clinical (2)] | | **6** |
| | | |
| NURS 310 Nursing Research & Evidence---Based Practice [Theory (3)] | **UD B (MIM)** | **3** |
| | | **Total Units: 15** |

| Senior Year Fall Semester | | |
|---|---|---|
| NURS 407 Nursing Care of Adult III [Theory (3)/Clinical (3)] | | **6** |
| NURS 409 Nursing Care of Child in Family [Theory (4)/Clinical (2)] | | **6** |
| GE, UD C  NURS 370 or NURS 490 (Recommended) | **UD C** | **3** |
| | | **Total Units: 15** |
| **Senior Year Spring Semester** | | |
| NURS 410 Nursing Power, Policy & Politics [Theory (5)] | | **5** |
| NURS 412 Community/Public Health Nursing [Theory (3)Clinical (2)] | **UD D (MIM)** | **5** |
| NURS 414 Clinical Nursing Preceptorship [Theory (1)/Clinical (4)] | | **5** |
| | | |
| | | **BSN Total: 120** |

**@prerequisite for nursing prerequisite**
**\*prerequisites courses for application to Pre-Licensure Program**
**# requirement for the major**

<div align="center">**POST-LICENSURE BSN-CNECM/C-POST TRACK**</div>

*1st SUMMER*
*NURS 312 (4) Baccalaureate Perspectives I*

*2nd SUMMER*
*NURS 313 (4) **Baccalaureate** Perspectives II*

**Senior Year, Fall**
*NURS 310 (3) **Nursing** Research and Evidence Based Practice **NURS 412 (3)** Community/Public Health Nursing Theory **NURS 412P (2)*** Community/Public Health Nursing Clinical **GE, C1 (3)** Arts **UDGE***

**Senior Year, Spring**
*NURS 410 (5) **Nursing** Power, Policy & Politics*
*NURS 416 (3) **Application** of Baccalaureate Perspectives (Seminar)*
***NURS 412P (2) (Optional to take Fall or Spring, one Clinical group offered in Spring)***
*GE, C2 (3) Humanities or elective **UDGE as needed***

<div align="center">**POST-LICENSE BSN -TRADITIONAL RN-BSN TRACK**</div>

**Senior Year, Fall**
*NURS 312 (4) Baccalaureate Perspectives I*
*NURS 313 (4) **Baccalaureate** Perspectives II*
*NURS 310 (3) **Nursing** Research and Evidence Based Practice*
*NURS 412 (3) Community/Public Health Nursing Theory*
*NURS 412P (2) Community/Public Health Nursing Clinical*

**Senior Year, Spring**
*NURS 410 (5) **Nursing** Power, Policy & Politics*
*NURS 416 (3) **Application** of Baccalaureate Perspectives (Seminar)*
*GE, C2 (3) Humanities or elective **UDGE***
*GE, C1 (3) Arts **UDGE***

# MASTERS CURRICULUM

**Full Time FNP/MSN Curriculum**

### Fall Semester I
N509 Advanced Health Assessment (4) Lab/Clinical
N549 Health Promotion Practice in Primary Care (3) Clinical
N501 Health Promotion Theory Righting Disparities (4)
TOTAL 11 units

### Spring Semester II
N540A Pathophysiologic Concepts in Primary Care I (3)
N552 Pharmacology in Primary Care (3) N550A Clinical
Practice in Primary Care I (4) Clinical
TOTAL 10 units

### Fall Semester III
N540B Pathophysiologic Concepts in Primary Care II (3)
N550B Clinical Practice in Primary Care II (4) Clinical
N560 Research and Theory in Primary Care (4)
TOTAL 11 units

### Spring Semester IV
N562 Advanced Practice in Primary Care Systems (4)
N550C Clinical Practice in Primary Care III (4) Clinical
N564 Health Policy and Advocacy in Primary Care (4)
N566 Culminating Experience –Clinical/lab(2)
TOTAL 14 units
DEGREE TOTAL 46

**FNP MSN Part-Time Curriculum**
### Fall Semester I
N501 Health Promotion Theory Righting Disparities
(4) N560 Research and Theory in Primary Care (4)
TOTAL 8

### Spring Semester II
N509 Advanced Health Assessment (4) Lab/Clinical
N564 Health Policy and Advocacy in Primary Care (4)
TOTAL 8 units

### Fall Semester III
N549 Health Promotion Practice in Primary Care (3)
Clinical Elective (X)
TOTAL 3X units

**Spring Semester IV**

N540A Pathophysiologic Concepts in Primary Care I (3)
N552 Pharmacology in Primary Care (3)
N550A Clinical Practice in Primary Care I (4) Clinical
TOTAL 10 units

**Fall Semester V**

N540B Pathophysiologic Concepts in Primary Care II (3)
N550B Clinical Practice in Primary Care II (4) Clinical
TOTAL 7 units

**Spring Semester VI**

N562 Advanced Practice in Primary Care Systems (4)

N550C Clinical Practice in Primary Care III (4) Clinical
N566 Culminating Experience – Clinical/lab
(2)**DEGREE TOTAL 46**

# Appendix: BSN Evaluation Matrix

Key: Purple=Pre-licensure, Yellow= Post licensure, Blue=Both

| Evaluation Form | Responsible Party | Course | Dates | Completion |
|---|---|---|---|---|
| Individual Course* | Assistant Director sends link to Faculty of Record | 301, 302, 303, 304, 310, 312, 313, 407, 409, 410, 412, 414, 416 | Last three weeks of semester | Qualtrics Survey Maintained by Assistant Director |
| Mid Program Pre-licensure* | Assistant Director sends link to Faculty of record 310 | 310 | Last three weeks of semester | Qualtrics Survey Maintained by Assistant Director |
| Mid Program Post-licensure* | Assistant Director sends link to Faculty of record 310 | 310 | Last three weeks of semester | Qualtrics Survey Maintained by Assistant Director |
| End of program Pre-licensure* | Assistant Director sends link to Faculty of record 414 | 414 | Last three weeks of semester | Qualtrics Survey Maintained by Assistant Director |
| End of program Post licensure* | Assistant Director sends link to Faculty of record 414 | 416 | Last three weeks of semester | Qualtrics Survey Maintained by Assistant Director |
| Evaluation of preceptor experience by preceptor* | Assistant Director sends link to Faculty of Record | 412 and 414 | Last three weeks of semester | Qualtrics Survey Maintained by Assistant Director |
| Student evaluation of clinical site/preceptor* | Assistant Director sends link to Faculty of record | 301, 302, 303, 304 407, 409, 412, and 414 | Last three weeks of semester | Qualtrics Survey Maintained by Assistant Director |
| Faculty evaluation of clinical site/preceptor* | Faculty of record | 301, 302, 303, 304 407, 409, 412, and 414 | Last three weeks of semester | Paper copy by each clinical faculty |
| One-year post graduation | Chair | N/A | One year after graduation | Personal emails, LinkedIn Regional Conference(s), and STT |
| Alumni | Chair | N/A | Every three years | Personal emails, LinkedIn Regional Conference(s), and STT |
| Community Advisory | Chair | N/A | Annually | Qualtrics Survey |

*Survey Targeted Outcome Goal for Item/Objective Analysis: 90% of respondents rate item met at 3 or greater on scale of 1-5.

**Procedures:**

| Course Survey Results Action: | Program Survey Results Action: |
|---|---|
| Included in course Green Folder following each semester course is taught. | Agenda Item at Faculty Meeting for Discussion & Analysis |
| If below targeted outcome goal, discuss with Director | Communicate any recommendations for development/revision/maintenance to all faculty |

| Agenda Item at faculty meeting to review and communicate recommendations for development/revision/maintenance | |
|---|---|
| | |

# APPENDIX: GREEN FOLDER CHECKLIST

| Document | Frequency | Responsibility | Course |
|---|---|---|---|
| Syllabus | Annually | Course lead | All |
| Sample Assignments with feedback | | Course lead | All |
| Sample Exams and quizzes | | Course lead | All |
| Summary Form | Annually | Course lead | All |
| ATI summary Results | Annually | Course lead | 301<br>303<br>304<br>407<br>409<br>410<br>412<br>414 |
| Course evaluation from our Matrix template | Annually | | All |
| Sample Current Clinical Evaluation tool completed with student name/facility concealed | Annually | | 301<br>302<br>303<br>304<br>407<br>409<br>412<br>414 |
| Faculty Evaluation of Clinical site and preceptor if assigned in course | Annually | | 301<br>302<br>303<br>304<br>407<br>409<br>412<br>414 |
| Aggregate of Student Evaluation of Clinical site | Annually | | 301<br>302 |

| | | | 303 |
|---|---|---|---|
| and preceptor if assigned in course | | | 304 |
| | | | 407 |
| | | | 409 |
| | | | 412 |
| | | | 414 |

# Evaluation Master Plan: MSN/PMC Family Nurse Practitioner Program

| Process/ Instrument | Responsibility | Timetable | Use of Data & Expected Outcome |
|---|---|---|---|
| **1. Faculty Evaluating Program** | | | |
| 1. Curriculum as a whole, Course Summary Annual Evaluation | Evaluation Cord/Program Director/Cord Faculty of Record (FOR) | Annual & end of each course | Evaluation consistency with Nursing dept. philosophy, conceptual framework and make revisions. Complete evaluation feedback loop. Program standards, 100% of evaluation outcomes are discussed in team faculty and Department meeting annually and responses noted in minutes and changes or adaptations implemented as necessary within one semester. Consistency with Department Conceptual Framework and Philosophy, outcomes $\geq$ 90% Consistently |
| 2. Student Profile, Minority enrollment | Evaluation Cord/Program Director/Cord | Annually | Minority/underserved status on file. Signatures on file "meet underserved pop when grad". Report to faculty and make admissions and progressions revisions data on file outcome $\geq$ and 90% sign agreement to serve underserved see also- Song Brown Progress Reports. |
| 3. Certification Scores | Evaluation Cord/Program Director/Cord | Annually | Report to faculty and make curriculum revisions. Program standard $\geq$ 80% pass rate. |
| 4. Clinical Site Evaluations | Clinical Faculty | Each clinical semester | Faculty discusses data at designated level and brings select items to full faculty for revision. $\geq$ 90% clinical sites reviewed, contracts on file and $\geq$ 90% are meeting all criteria for educating FNP students. |
| 5. Preceptor Evaluation | Clinical Faculty | Each clinical semester | Faculty discusses data at designated level and brings select items to full faculty for revision. $\geq$ 90% preceptors reviewed, LOA on file and $\geq$ 90% are meeting all criteria for educating FNP students. |
| **2. Faculty Evaluating Students** | | | |
| 1. Course Grades | FOR | Each Semester | FOR develops trend data, faculty review and make teaching strategy decisions. All grades for all courses entered into "PeopleSoft" database by deadline, necessary student conferences completed by end of exam week. Program standard 90% complete. |
| 2. Site visit with Preceptor Evaluation of student | FOR | Each clinical semester | Evaluation used in student review, placed in student file. Information used in conjunction with faculty evaluation of student from site visit and other clinical work. Preceptor evaluation of student returned to faculty by end of exam week. |
| 3. OSCE | Program faculty | Each clinical semester | Students are provided with a standardized experience that is level appropriate and evaluated by faculty for safety, critical thinking and completeness. |

| Process/ Instrument | Responsibility | Timetable | Use of Data & Expected Outcome |
|---|---|---|---|
| 4. Barkley 3 P's Test | IOR N540A | Spring (2nd semester FT, 4th semester PT) | Data discussed to determine if there are gaps in content in the program if specific areas consistently missed by students |
| 5. Barkley Diagnostic Readiness Test | IOR N562 | Spring of graduation | Data discussed to determine if there are gaps in content in the program if specific areas consistently missed by students |

### 3 & 4. Students Evaluating Program/Courses & Faculty

| | | | |
|---|---|---|---|
| 1.Faculty Meetings & Level Team Meetings | Evaluation Cord/Student Representative | Permanent Agenda Item | Students attend at least 90% of dept. and/or team meetings, offer feedback. This continues to be a challenge for the FNP Team Meetings because our program is a distance/online program many students are not local so attendance at meetings is not possible, but they are invited to attend, zoom link provided. |
| 2 MSN Course Evals – online | FOR & Evaluation Cord/ Program Dir/Cords | Each semester | 100% of the FNP courses will provide for student feedback. 90% student responses will agree or strongly agree that the instruction & content helped them meet the course objectives and are relevant and were met in the course of instruction. |
| 3. SETE evaluations | FOR | End of each course | Faculty and Program Director use data for faculty evaluation. |
| 4. Student Evaluation of Clinical Site (per site) | Evaluation Cord | Each semester | Level and program faculty discuss data and make revisions. Program standard $\geq$ 90% of Clinical site/s is/are effective and supportive to learning. |
| 5. Evaluation of Preceptor | Evaluation Cord | Each semester | Level and program faculty discuss data and make revisions. Program standard $\geq$ 90% of Preceptor effective and supportive to learning. |
| 6. Evaluation of Distance Technology | Evaluation Cord | Annually in Spring semester | Data discussed and reported to faculty and revisions made. 90% of student response will agree that the experience was very satisfactory or satisfactory. |
| 7. Exit Questionnaire - End of Program survey | Evaluation Cord | Prior to Grad | Data discussed and reported to faculty revisions made. 90% of grad responses will agree or strongly agree that program met personal and professional needs and level of satisfaction. |
| 8. 1-YR Post Graduation Survey | Evaluation Coordinator | 1 yr. post grad | Data discussed and reported to faculty; revisions made. 90% of grad responses will agree or strongly agree that program met personal and professional needs and level of satisfaction. |
| 9. DON - Review | Nursing Chair | Annually or Per Faculty Affairs | Retention, Tenure, Promotion, Rehire. Attrition rate for the FNP courses will be no greater than 10% secondary to ineffective teaching/instruction or content. |

### 5. Community Evaluating Program

| | | | |
|---|---|---|---|
| 1. Employer Survey | Evaluation Coordinator | 1 yr. post grad | Faculty and Program Director use data for curriculum revisions. Program standard $\geq$ 90% agree |
| 2. Certifying Exam Data | Evaluation Cord | Annually | Report to faculty and make curriculum revisions as required. |
| 4. Advisory Committee & Informal Feedback | Evaluation Cord & Committee Members Faculty & Staff interactions at Participating Agencies | Annual & Ongoing | Information discussed by faculty and revisions made to curriculum. Anecdotal data discussed in faculty/level meetings and used for revisions. Ongoing informal feedback. Program Director and faculty attend community related meetings, Advisory Committee Meeting and receive feedback from preceptors at site visits. |

# APPENDIX: PERFORMANCE IMPROVEMENT PLAN

Performance Improvement Plan documents are available in the [DON Faculty forms](#) shared drive.

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# APPENDIX: SYLLABUS TEMPLATE

The DON syllabus template is available in the shared drive.

BSN template
MSN template

# APPENDIX: PRE-LICENSURE SKILLS RESTRICTIONS LIST

SONOMA STATE UNIVERSITY
Department of Nursing
Pre-licensure Skills Restrictions List
**Skills Students <span style="color:red">ARE NOT</span> Allowed to Perform during Clinical Experience**

**Sutter Santa Rosa Regional Hospital**

1. Students will not take any verbal or telephone orders from a physician.
2. Students will not administer any high risk, double co-sign medications, investigational medications, or any chemotherapy.
3. Perform any nursing task he/she has not been checked off by their instructor to perform.
4. Serve as one of the two authorized personnel performing the independent double check at the patient's bedside when preparing or administering High Alert Medications by any route.
5. Students will not administer any blood products, as this requires verification by two licensed personnel.
6. Students will not perform arterial punctures.
7. Precepting students are required to be directly supervised by the preceptor for all IV push medications, with eyes on all steps of the process. Precepting students must be familiar with actions indications and side effects of any medication prior to administration. Approved IV push medications include: hydromorphone, furosemide, morphine, famotidine, pantoprazole, hydrocortisone, methylprednisolone, ondansetron.
8. Precepting students are required to be supervised by the preceptor when flushing central and PICC line with NS.
9. Students will not remove central lines.
10. Students will not draw blood from Central line.

**NICU at Sutter Medical Center**

1. Students cannot perform Sterile Vaginal Exams unless supported by the preceptor (This is dependent on clinical situation. Data shows that multiple sterile vaginal exams on a ruptured pt. leads to chorio so check with nurse).
2. Student cannot insert fetal scalp electrode monitors.
3. Students cannot insert IUPCs.
4. Students cannot start IV's.

**Santa Rosa Memorial Hospital**

1. Students will not take any verbal or telephone orders from a physician.
2. Students will not administer any investigational medications or any chemotherapy.
3. Students will not administer any blood products, as this requires verification by two licensed personnel.

4. Students will not perform arterial punctures.
5. Students will not perform unsupervised access to VAP, PICC or other central lines.
6. Students will not titrate any IVP medications without direct supervision by the clinical faculty or Staff RN.
7. Students will not titrate any IV medications without direct supervision by the clinical faculty or Staff RN.
8. Students will not remove central lines.
9. Students will not care for patients who require use of an N-95 mask.
10. Students cannot initiate or discontinue PCA.
11. Students cannot draw blood from a central line.

NICU
1. Students will not perform arterial or venous punctures.
2. Students will not perform heel stick blood draws, except for Blood sugar checks.
3. Students will not perform any activity that involves VAP, PICC or other central lines.
4. Student will not administer or titrate any medications without direct supervision by the clinical faculty.

## Kaiser Medical Center

- Receive verbal/telephone orders.
- Receive or report critical text values to physician.
- Have unsupervised access to narcotics and/or other controlled substances in the Pyxis.
- Serve as one of the two authorized personnel performing the independent double check at the patient's bedside when preparing or administering High Alert Medications by any route.
- Serve as one of the two required authorized personnel when obtaining blood products or identifying patient to receive blood products.
- Defibrillate or mix, hang, or push IV High Alert Medications during a Code Blue or other emergency situation.
- Administer IVP medications without the direct supervision of the RN/instructor.
- Perform arterial sticks.
- Administer chemotherapy.
- Perform Pyxis override.
- Perform any nursing task he/she has not been checked off by their instructor to perform.
- Be the primary initial contact information patients/families of change in patient status or emerging health problems.
- Insert feeding tube with metal stylet.

## Queen of the Valley Hospital
1. Students will not take any verbal or telephone orders from a physician.
2. Students will not administer any investigational medications or any

chemotherapy.

3. Students will not administer any blood products, as this requires verification by two licensed personnel. However, they may assist in monitoring and taking VS.

4. Students will not perform arterial punctures.

5. Students will not administer IVP medications without direct supervision by the clinical faculty or Staff RN.

6. Students will not titrate any IV medications without direct supervision by the clinical faculty or Staff RN.

7. Students will not remove central lines.

8. Students will not care for patients who require use of an N-95 mask.

9. Students cannot initiate or discontinue PCA.

10. Students will not perform unsupervised access to central lines.

11. Students will not perform unsupervised blood draws from central lines, PICC lines or arterial lines.

12. Students may flush a PICC line with Normal Saline Flush after being checked off in a skills lab and after demonstration of proper procedure by direct observation from a Staff RN or instructor.

## APPENDIX: IMMEDIATE SUSPENSION OR PROGRAM DISMISSAL

Students may face program suspension or failure if deception, plagiarism, or cheating has taken place and/or behaviors that endanger patients, staff, peers, or faculty are identified. Documentation includes description of student's poor performance, program/course standard not met and real or potential consequences of student's behavior. Suspension and failure require a Student Petition for faculty consideration for re-instatement and/or course. Sent via email and hard copy and requires meeting with course faculty. If you believe a student needs to be suspended, contact the program director and chair immediately.

# APPENDIX: BIO-SAFETY

**SONOMA**
STATE UNIVERSITY

DEPARTMENT OF
~~NURSING~~

1801 East Cotati Avenue
707.664.2465
Rohnert Park, CA  94928-3609
www.sonoma.edu/nursing

### Bio-Safety Policy for Department of Nursing

#### 4/23/19

### Sharps Container Disposal

IOR for Clinical Skills Lab is responsible for assessing fullness of Sharps containers at the end of lab.

Sharps containers should ONLY contain sharps, no wrappers or other debris created during lab class.

When the skills portion of any course using the Sharps containers has ended, the Sharps container **(even if not full)** must be closed as directed on the container and taken to the Student Health Center. Sharps containers cannot be filled above the "FILL LINE" designated on the container for any reason.

**As soon as you have finished with a Sharps container, the container should be locked and taken to the Student Health Center (SHC). No FULL sharps containers should be in the Skill Lab at any time unless the SHC is closed when class is over. If this occurs then arrangements must be made to take the sharps container to the SHC on the next business day. No more than three sharp containers at one time can be accommodated.**

Prior to taking the sharps container to the SHC, call to make sure a Clinical Lab Scientist or RN is able to accept the container (4-2921). After making this arrangement, take the sharps container to the front desk of the SHC and ask for an RN or the CLS to come to the front desk and give them the sharps container.

Once sharps containers are taken to the SHC they will be autoclaved and disposed of following the policy of the SHC.

**It is the IOR responsibility to make sure that there are sufficient Sharps container available for their class prior to starting any skills activity. If the last Sharps container is being taken by the IOR then the Nursing Office must be notified immediately to place order for Sharps containers.**

**No sharps containers may be taken to SHC between June 15th and August 15th, so be sure to plan accordingly.**

Dr. Patricia Drier –Interim Clinical Lead Physician _Patricia Drier, M.D._

Dr. Kathy Andersen – Interim Medical Director _KC Andersen, MD_

Paula Coffaney – Clinical Lab Scientist _Paula Coffaney CLS_

Dr. Mary Ellen Wilkosz – Chair Department of Nursing _Mary Ellen Wilk, FNP_

# APPENDIX: OFFICE HOURS

Paragraph 20.1.b of the CBA provides that instructional faculty members' professional responsibilities include: "advising students, participation in campus and system-wide committees, maintaining office hours, and/or opportunities for student consultation connected to online teaching, working collaboratively and productively with colleagues and participation in traditional academic functions". Pursuant to this paragraph and aligned with our Departments commitment to student success, guidelines for the minimum number of hours and days for office hours for the instructional faculty in the Department of nursing are provided below:

- ○ Full-time faculty will
    - maintain a minimum of three office hours per week,
    - make provision for meeting with students by appointment at a mutually convenient time beyond the weekly office hours, and
    - hold office hours over at least two days a week, at least in half-hour blocks, and during normal business hours.
    - <u>Exceptions to these guidelines should be discussed and agreed to with the Department Chair.</u>
  - OR
    - faculty teaching online or hybrid courses may hold office hours consistent with the mode(s) of instruction to include availability by telephone and or in person meeting at mutually convenient arranged time. It is recommended that online responses (email, web conferencing, telephone) be provided within 48 hours unless otherwise specified.

ii.       Part-time faculty will maintain at a minimum the equivalent of one office hour per week for each course of their teaching load, which may include weekly post-conference time or if hybrid/online course hold office hours consistent with the mode(s) of instruction to include availability by telephone and or in person meeting at mutually convenient arranged time. It is recommended that online responses (email, web conferencing, telephone) be provided within 48 hours unless otherwise specified.

iii.  Information about the office hours should be made available to the students

# APPENDIX: STUDENT OR FACULTY INJURIES

We realize at any time a student may sustain an injury or be exposed to products that can cause physical harm while in the clinical setting. The University carries Workers Compensation insurance that covers nursing students and faculty in clinical areas. Should an injury occur, students must immediately follow the infectious disease protocol in the agency and seek help from the designated agency and assigned agency staff to notify their clinical instructor who will direct that student to appropriate healthcare. Documentation and follow up will proceed according to the agency and university policy. All records and details of the incidence will remain confidential.

Requirements for responding to an injury are listed below:

- If a student sustains an injury while in the clinical setting the clinical instructor should be notified immediately. All injuries to students, faculty, and patients must be reported to the Department Chair and program director.
- First follow the guidance of the clinical facility that you are working at as if you were an employee there, especially for blood borne pathogen exposures.
- Worker's Compensation needs to be notified within 24 hours for all work-related injuries or work-related illness.
- Contact the Workers' Compensation Office or 707-664-2664 and notify them of the injury/illness. Workers' Compensation will help assess the nature of the injury/illness and schedule an appointment for the student/employee at one of the following:
    - Sonoma State University Student Health Center (for first aid treatment)
    - Kaiser Occupational Health Center, Rohnert Park
    - Kaiser Occupational Health Center, Santa Rosa or
    - Pre-designated physician (Note: Pre-designated physician form must be on file with the Worker's Compensation Coordinator prior to date of injury or illness*).

- If the injury or illness does not occur during normal business hours, notify worker's compensation on the next business day, (For example, if student sustains injury on Saturday, notify worker's compensation on Monday). Ensure all documentation is completed with worker's compensation.
- Within 24 hours after an injury /illness occurs: Student will complete the employee claim for Worker's comp and Supervisor will fill out a report.
- Faculty and student complete the *Supervisors Report of a Work-Related Injury/Illness.\**
- Have the student complete the Employee *Claim for Workers' Compensation Claim Form (DWC-1)\**
- Return both completed forms to Employee Relations and Compliance Services, Salazar Hall, within 24 hours of the injury/illness. Please FAX the forms to the confidential FAX line at (707) 664-4049 before submitting it via campus mail.

*All forms are located on  http://hr.sonoma.edu/forms   under "Worker's Compensation"*

# APPENDIX: PEER OBSERVATION OF TEACHING REQUIREMENTS

### *Step 1: Before the observation, review course materials*

At least one week before the scheduled observation, request that the instructor send the course syllabus, provide access to the LMS, and if available, a copy of the exam/test/quiz that will measure the content covered in the class session you will be observing. If possible, meet with the instructor before the class session and learn more about their teaching style, class dynamics, and goals for the class session.

Consider where this course fits in the program, formulate your objectives for the class session to be observed, what challenges you anticipate (material or student related), any concerns to address. Remember, the instructor chooses when and where the observation takes place and must give permission to access the LMS.

### *Step 2: Observe a class session or review online activities.*

For classroom or clinical observation, arrive early and try to position yourself unobtrusively. Your goal is to be a neutral presence that does not interfere with the learning process. Take notes throughout. Pay particular attention to the classroom/clinical climate. Are students engaged? Are some participating but not others? Pay attention to what the instructor does, but also student behavior. Many things can take place during a class session. Consider the following to help you focus:

- Quality of student interest and engagement in the lesson (e.g., staying on track, persist through difficulties, evidence of engagement/boredom, evidence of responding to challenging material, etc.)
- Quality of interpersonal interaction among students (e.g., dominating, quiet, level of participation, distractions, etc.)
- Quality of instructor to engage students (e.g., voice clarity, organization, preparation, delivery, mannerisms, presence, etc.)
- Quality of instructional sequence – Note the flow of course content and where this session/module fits into larger course goals.
  - o Quality of discussion (how student exchange ideas and respond to content, how instructor probes for deeper understanding, asks questions to clarify and extend student thinking, makes meta-comments to connect thinking to readings, etc.)
  - o Quality of lecture (relevant contextual information to make material meaningful, connects to student experience, provides outline, ppt or guide to make material visible, links new material to known content, actively involves students, pause to solicit questions or comments)

### *Step 3: Debriefing*

After the observation, instructor and observer meet to debrief. This should be a conversation. Instructor may want to share self-reflection on how the class went identifying if goals were met, noting what went well, or how the class did not meet goals. Instructor may address next steps to support student learning. The observer

will share notes and comments including strengths and suggestions for improvement.

### *Step 4: Documentation*

Observer provides written feedback addressing observations of the class, as well as the discussion during debrief. Complete the form attached including the scoring sheet and a narrative summarizing your observations. Include specifics as examples. Submit to the instructor and to the department chair for review. Be attentive to deadlines that instructors may need to meet.

# Peer Observation of Teaching
# Nursing Department

Observed Instructor: _____ Peer Observer: _____

Course Name, Number, Section: _____

Teaching Modality of Course (Face-to-Face, Online, Hybrid, Clinical): _____

Number of Students: _____ Date of Observation: _____ Type of Observation: _____

## Part I: Observation Criteria

| Criterion – **Syllabus** | Excellent | Satisfactory | Needs Improvement | N/A |
|---|---|---|---|---|
| Follows DON Syllabus template *(Course Description, Course Outcomes, SLOs, Essentials, Calendar with due dates, Signature assignment descriptions; Course, Department, and University policies)*. | | | | |
| Course expectations clearly articulated within syllabus and LMS at course level and activity level. | | | | |
| Student workload in alignment with units of credits for the course. | | | | |
| Student assessments reflect individual contributions and demonstration of competency for learning activities. | | | | |

Comments:  (Address areas of excellence, or in need of improvement, here)

| Criterion – **Personal Interaction** | Excellent | Satisfactory | Needs Improvement | N/A |
|---|---|---|---|---|
| Instructor displays enthusiasm for course material. | | | | |
| Instructor displays content mastery, which is reflected in course activities and teaching strategies. | | | | |
| Instructor creates a safe space for engagement with and among students, encouraging diverse expression of ideas. | | | | |
| Students demonstrate meaningful interactions with peers. | | | | |
| Instructor provides timely and meaningful feedback to students. | | | | |

Comments:

| Criterion – **Course Content** | Excellent | Satisfactory | Needs Improvement | N/A |
|---|---|---|---|---|
| Instructor utilizes diverse learning modalities (reading, writing, visuals, interactive activities or projects, discussions, presentation, etc). | | | | |
| Materials have sufficient scope, depth, breadth, and currency. | | | | |
| Learning activities and assessment rubrics align with intended learning objectives. | | | | |
| All course materials meet fair use and copyrighted guidelines. | | | | |

Comments:

| Criterion – **LMS** | Excellent | Satisfactory | Needs Improvement | N/A |
|---|---|---|---|---|
| Structure follows DON standards (key informational elements included: Instructor Contact Info, Syllabus, Links to Library, IT Helpdesk, Student Services, DSS). | | | | |
| Course content clearly presented in logical sequence. | | | | |
| Rubrics clearly reflect expectations. | | | | |
| Online material follows principles of Universal Design for Learning. | | | | |
| Links to digital and online sources are current and accessible to students. | | | | |

Comments:

| Criterion – **Clinical Setting** | Excellent | Satisfactory | Needs Improvement | N/A |
|---|---|---|---|---|
| Policies in place reflect faculty and student handbook. | | | | |
| Clinical instructor provides adequate supervision for setting and level. | | | | |
| Instructor describes supervision strategy in alignment with course objectives. | | | | |
| Post-conference meets stated goals. | | | | |
| Learning activities and post-conference actively engage all students. | | | | |
| Instructor offers timely feedback appropriate to setting. | | | | |

Comments:

**Part II: Narrative**

Describe your observation. Topics could include (but not limited to) instructor presence brings added value, quality of student engagement, interaction between student/instructor, quality of instructional sequence, quality of material/lecture (relevant contextual information, connects prior learning to new content, involves students in learning process), how conflict or difficult topics are handled:

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Debriefing includes specific observations of what went well, opportunities for next steps and improvement, and written review.

Date feedback provided to observed instructor: _____

Observer Signature: _____

Instructor Signature: _____