

# BEREA COLLEGE

DEPARTMENT OF NURSING

## **Faculty Handbook 2022-2023**



Revised Nursing Faculty Organization August 17, 2022; Approved Faculty Organization November 8, 2022



**Department of Nursing**  
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October 28, 2022

Dear Faculty Member,

Welcome to the Nursing Department! Congratulations on your decision to become part of the nursing faculty. Please know that I am fully invested in creating a thriving climate of civility, professionalism, and diversity of thought where you feel highly valued and are given the support to achieve your career goals. I do expect that you help me know your concerns, issues, and questions in a timely manner, so that I can address challenges as they arise. I welcome the opportunity to help you along the wonderful, albeit challenging, faculty role.

The purpose of the Nursing Faculty Handbook that we, as a faculty of the whole, revise annually, or more often (think COVID-19), is to inform you of expectations, policies and procedures deemed essential for your success as a faculty member. It is a dynamic document in the sense that guidelines and requirements change to keep abreast of changes in higher education, nursing, and healthcare. It represents, among other documents and processes, your participation in governance.

The Nursing Faculty Handbook is revised and approved by nursing faculty. As the Nursing Department Chair, I, like other department chairs at Berea College, am ultimately responsible for assuring that policies and procedures are consistently followed and that the mission, goals and program outcomes are met. I welcome your input. Your voice matters, and I am listening. Please do not hesitate to talk with me about concerns, questions, and suggestions.

Sincerely,

Monica Kennison, EdD, MSN, RN  
Susan V. Clayton Nursing Chair; Professor

## Table of Contents

### WELCOME

Mission .....	5
Philosophy of Department of Nursing .....	5
Goals .....	5
Student Learning Outcomes .....	5

### ADMISSION

Admission to Nursing Major .....	15-16
Progression through the Nursing Major .....	16
Dismissal from Nursing Major .....	16
Extension of Terms Beyond Four Years .....	16-17
Grading Scale for Nursing .....	20

### CLINICAL

Agency Requirement for Clinical Faculty .....	11
Criteria for Selecting New Clinical Sites.....	11
Clinical Site Evaluation .....	11
Clinical Learning Contract .....	12
Medication Calculation Clinical Competency.....	21

### COMMITTEES

Alumni-Student Mentoring Program.....	8
By Laws.....	9-11
Student Clubs & Organizations .....	12

### CONFLICT RESOLUTION

Appeal of Admission and Progression Decisions.....	16
Chain of Command and Conflict Resolution.....	14

### DEFENSIVE DRIVING

Enterprise CarShare Transportation .....	21-22
--	-------

### EMERGENCY & SAFETY PROCEDURES .....

Incident Reporting .....	21
Safe Student Reporting .....	22
Sharps, Bio-waste & Disposal Policy .....	22-24

### FACULTY

Accessing Nursing Only Documents.....	7
Admissions and Hiring .....	7
Advising.....	7
Appointments, Ranks, Promotion, Tenure, Procedures & Evaluation.....	8-9
Attendance .....	7
Classroom Testing Environment Policy .....	11
Compartment Policy .....	13
Course Syllabus .....	13
Curricular Concepts.....	15
Enrollment Management Policy .....	17
New Faculty Onboarding and Mentoring.....	5-6
Nursing Faculty Professional Practice Commitments .....	12-15
Nursing Faculty Workload/ Instruction Time.....	17

Nursing Faculty Workload .....	17
Faculty Performance Expectations .....	18
<b>HESI</b>	
HESI Testing .....	20
Remediation Policy.....	20-21
<b>Magazine.....</b>	<b>21</b>
<b>Simulation Policy</b>	
Purpose of Simulation .....	23
Rationale for Integration.....	23
Roles .....	23-24
Pre-brief .....	24-25
Debrief .....	25-27
Summary.....	27
Lab Rules.....	28
Evaluation Procedures .....	30
COVID 19 Precautionary Guidelines .....	27-28
<b>Student Records.....</b>	<b>30-31</b>
<b>Testing &amp; Grading Policies</b>	
HESI Remediation Policy.....	20-21
Testing and Grading Policy .....	31-32
<b>Teaching Assistant Labor Positions.....</b>	<b>31</b>
<b>Test Review &amp; Grading Partners.....</b>	<b>32</b>
<b>Appendix</b>	
A. Mission, Vision, Goals, SLOs.....	33-34
B. Four-year Curriculum Plan` .....	35
C. Five-year Curriculum Plan.....	36
D. Alumni-Student Mentoring Program .....	37-39
E. NCLEX-RN Test Plan (self-assessment).....	40-42
F. Clinical Sites Criteria.....	43
G. Clinical Evaluation Template.....	44-46
H. Clinical Learning Contract.....	47
I. Course Syllabus Template.....	48-49
J. Failure to Comply with Clinical Requirements.....	50
K. Omitted.....	
L. Notification of Failure to Remediate Tests .....	51
M. Driver Authorization Form .....	52
N. Simulation Debriefing Tool .....	53
O. Student Simulation Evaluation.....	54-55
P. New Faculty Simulation Orientation Checklist .....	56
Q. Standardized Patient Code of Conduct .....	57-58
R. Select Simulation Policies/Agreements: .....	59-60
a. Simulation Code of Conduct	
b. Psychological Safety and Confidentiality	
S. Creighton Simulation Evaluation Instrument.....	61
T. Nursing Advising Worksheet.....	62-67

## MISSION STATEMENT

In keeping with the learning goals articulated in *Being and Becoming Berea College in the 21<sup>st</sup> Century* and the Great Commitments of Berea College, the mission of the Baccalaureate Nursing Program is to prepare students with great promise and limited economic resources from Appalachia and beyond for professional nursing in a changing practice environment. The Department prepares students as leaders, lifelong learners and advocates for health, providing a strong foundation for graduate study in nursing (Nursing Faculty Organization Curriculum Minutes, September 17, 2014).

## THE PHILOSOPHY OF THE DEPARTMENT OF NURSING

The philosophy of the Department of Nursing about key constructs and concepts provide the foundation of the program. Caring is viewed as the paradigm of the Department. The key concepts existing within that paradigm are critical thinking/teaching-learning, person, nursing, environment, and health.

## GOALS & STUDENT LEARNING OUTCOMES

See: **Appendix A** for a crosswalk relating the Mission, Program Goals, Student Learning Outcomes, Evaluation Method, and Curricular Concepts with Professional Standards (AACN Baccalaureate Essentials and QSEN Pre-licensure Knowledge, Skills and Attitudes).

## NEW FACULTY ON-BOARDING & MENTORING

All newly hired faculty members are assigned a nursing faculty as a mentor. Per the Kentucky Board of Nursing, a written orientation/mentoring plan is developed for each newly hired faculty member with less than one year of full-time teaching. In addition, the Chair is responsible for mentoring new hires.

- Job Description/Title, Course Syllabi, Class/Clinical Schedule, Course Schedule, BC Calendar (Monica Kennison, Susan V. Clayton Nursing Chair)
- Contract Letter Signed (received via email from Academic Vice President's office)
- Human Resource Orientation (Senior HR Business Partner—859-985-3070)
- KBN Faculty/Clinical Faculty (signed by new faculty/and Nursing Department Chair)
- Berea College ID (Public Safety Office, Woods-Penniman--2<sup>nd</sup> floor)
- Parking Decal--\$30 (Register on-line: <https://bc-psarms.berea.edu/Parking/Login.aspx> pick up decal at Public Safety Woods-Penniman--2<sup>nd</sup> floor)
- Margaret A. Cargill Natural Sciences & Health Building Tour (copiers, break room/ office designation Chair and Administrative Assistant)
- Campus Tour (Administrative Assistant will set up, if needed)
- Phone Extension & Set-up (Administrative Assistant will assist)
- Computer Network Application Form (Technology Resources Center—adjacent to Hutchins Library (Administrative Assistant/Chair may assist; ALLOW 3-4 DAYS FOR PROCESSING)

- Laptop Pick-Up/Set-up (Technology Resource Center (IS&S)—adjacent to Hutchins Library (Administrative Assistant may assist)
- Biography & Photo for Nursing website (email bio to Administrative Assistant & schedule photo with Marketing Communications—859-985-3018)
- Building Keys (Administrative Assist will make request— email notification will be sent to faculty from Public Safety when ready for pick-up at Woods-Penn 2<sup>nd</sup> floor)
- Moodle Training Information (Anthony Basham, Moodle Coordinator--859-985-3630)
- Textbook (desk copy & send decision for student texts to Bookstore—Sarah Caudill, ext.3193)
- Office Hours (enter electronically; post office hour placard outside office door)
- Business cards (credentials needed and given to Administrative Assistant for ordering purposes)
- Textbooks & Desk copies; coordinate with Welcome Center & Shoppe (Chair/Administrative Assistant may assist)
- HESI access (Administrative Assistant will add faculty to Elsevier & send new faculty links for training)
- CastleBranch (Access to background and immunization program of all students, if needed)
- Faculty Handbook including review of faculty expectations
- Register for Enterprise CarShare if needed for faculty in clinical courses

All faculty are required to attend on-campus orientation and training, sessions in simulation in addition to further continuing education in simulation to stay current.

### **ACCESSING NURSING DOCUMENTS IN BOX**

Go to [Berea.box.com](http://Berea.box.com), insert Berea College ID and password, approve Duo push on your phone. Files shared with nursing faculty may include Faculty Organization/Curriculum and Admission Meeting agenda and minutes, clinical reference documents and cohort information.

### **ADMISSION & HIRING**

No prospective student, faculty member, or staff member will be refused admission or employment solely because of a positive reading on diagnostic tests for infectious disease. Further, no HIV screening of potential candidates will be required for either admission or employment. Specifically, candidates will not be asked for their HIV antibody status, if known, and will not be required to submit to HIV testing if their antibody status is not known. Persons desiring to be tested voluntarily will be referred to the Madison County Health Department or the White House Clinic.

### **ADVISING**

Nursing faculty are expected to be knowledgeable on the admission and progression college and nursing policies. Faculty may refer to the four (4) year and five (5) year Curriculum Plans in Appendix B & C. Nursing faculty will be assigned as primary or secondary advisors to exploratory and nursing majors.

For more general information, go to [www.my.berea.edu](http://www.my.berea.edu) and click on the tab labeled [“Teaching and Advising”](#).

## **ALUMNI-STUDENT MENTORING: ACHIEVING EXCELLENCE IN NURSING FOR APPALACHIA & BEYOND**

The Berea College Alumni-Student Mentoring program matches currently enrolled junior and senior nursing students with volunteer alumni mentors. This alumni-student relationship is for the purpose of career advising, networking, enhancing communication skills and developing the professional nurse role. The goals of the Alumni Student Mentoring Program are as follows:

1. Explore career choices in nursing.
2. Practice professional communication skills with nursing alumni.
3. Discuss the networking and how it may enhance collegial relationships.
4. Explain role expectations of the professional registered nurse.
5. Discuss practice issues relevant to the professional registered nurse.

During the fall semester, the Alumni-Student Mentoring committee (comprised of nursing faculty, staff, and alumni) match the student with an alumnus. This program typically involves a one to two-year commitment, from the time of the initial contact between a nursing student and alumni mentor to three months after graduation, depending on whether the student is enrolled in junior or senior courses. See **Appendix D** for more information.

## **FACULTY ATTENDANCE**

Faculty attendance is expected at the following meetings: Opening Faculty Convocation, all-faculty conferences, baccalaureate and commencement exercises in the fall and spring, and faculty meetings. Commencement requires full academic regalia for all faculty with full-time appointments. In addition, nursing faculty with full-time appointments are expected to attend: Nursing Pinning Ceremony, White Coat Ceremony, and Nursing Department meetings. Adjunct faculty members are expected to attend the first day of the course in which they are teaching and are invited to Nursing Department meetings, although the latter is not required. Adjunct faculty members are expected to provide formative and summative feedback to the faculty of record for the course and/or the Nursing Department Chair.

## **APPOINTMENTS, RANKS, PROMOTION, TENURE PROCEDURES & EVALUATION**

The Faculty Manual has written personnel policies for faculty on Appointments, Ranks, Promotion, Tenure Procedures and Evaluation that may be found at:

<https://bera.smartcatalogiq.com/Current/Faculty-Manual/Personnel-Policies-for-Faculty/Consideration-for-Tenure>.

In addition, there is Program-Specific Information on Appointment, Promotion and Tenure for Nursing Faculty including use AACN’s description of Boyer’s Model of Scholarship and includes licensure requirements <https://bera.smartcatalogiq.com/Current/Faculty-Manual/Personnel-Policies-for-Faculty/Department-Specific-Information-on-Appointment-Evaluation-Promotion-and-Tenure/Appointment-Promotion-or-Tenure-for-Nursing-Faculty>.

On an annual basis, faculty members are responsible for renewing their Kentucky nursing license, updating their vita, preparing an activity report, maintaining cardiopulmonary resuscitation (CPR) certification, obtaining TB and influenza vaccines, completing clinical agency requirements, and using their end-of-course student evaluations for improvement.

Each faculty member is responsible for scheduling classroom/clinical observations and an annual performance review with the Nursing Chair. Faculty evaluation and retention are based on teaching excellence, scholarship/creative work, professional growth, mentoring students, and service. Annually in the fall, faculty members are required to submit a Faculty Activity Report (FAR) about the previous academic years' performance. Per the Kentucky Board of Nursing rules and regulations, the Nursing Department Chair writes an evaluative letter for each full-time faculty member and Clinical Instructor that is based on a careful review of teaching, practice, scholarship, and service. Each full-time faculty members and the Clinical Instructor meet with the Nursing Department Chair to discuss the previous year's evaluation, goals, and preferred teaching assignment for the following year and address concerns and questions. The letter is forwarded to the Dean of the Faculty.

Licensure is evaluated upon hire and annually by the Chair. In courses where preceptors are used, it is the faculty member's responsibility for validating current unencumbered licensure and other preceptor qualifications.

## **BYLAWS**

### Berea College Baccalaureate Nursing Program

#### **ARTICLE I: Organization**

This organization shall be known as the Faculty Organization of the Berea College Department of Nursing.

#### **ARTICLE II: Purpose**

The Faculty Organization is a collaborative and supportive group of nursing colleagues assembled for the collective purposes of developing, implementing, evaluating, and revising all aspects of the Baccalaureate Nursing Program. The Faculty Organization provides a communication among nursing faculty members and between faculty and the Berea College administration

#### **ARTICLE III: Membership**

Membership in the Faculty Organization shall be open to all nursing faculty members. Voting will be limited to full-time and part-time continuing nursing faculty members of Berea College.

#### **ARTICLE IV: Meetings**

*SECTION I. MEETINGS* - The meetings will be held in the Margaret A. Cargill Natural Sciences & Health Building unless the membership agrees to an alternate venue.

*SECTION II.* -

*SECTION III. NOTICE of MEETINGS* - Written notice of the date, time, and place of meetings shall be given to each member at least one week before the meeting. The agenda shall be given to members at least three business days before the meeting.

*SECTION IV. QUORUM and VOTE* - A simple majority of all the members present shall constitute a quorum for conducting all meetings of the program. When a quorum is



present, a simple majority vote of those with voting privileges is sufficient to adopt any motion. In the event of a tie, the chair may vote. Vote may be made by voice, show of hand, ballot, general consent, and email, and the latter in select instances. Any member may move for an exact count of the vote.

*SECTION V. PARLIAMENTARY PROCEDURES* - Robert's Rules of Order shall be the authority governing all matters of procedure not otherwise provided by these Bylaws.

## **ARTICLE V: Officers and Duties**

*SECTION I. OFFICERS*- The officers of the Faculty Organization shall be President

*SECTION II. TERM of OFFICE* - The Nursing Chair serves as President of the Faculty

Organization; The President is an ex-officio member and, as such, is not counted in the quorum.

*SECTION III. POWERS AND DUTIES OF THE PRESIDENT* - The general duties of the President are as follows:

1. To notify members of the schedule of meetings;
2. To prepare and distribute the agenda with documents or links relative to the meeting;
3. To call the meeting to order on time;
4. To announce the business before the assembly in the order in which it is to be acted upon;
5. To recognize members entitled to the floor;
6. To state and to put to vote questions which are regularly moved, or necessarily arise in the course of the proceedings, and
7. To announce the result of the vote;
8. To assist in the expeditious advancement of business compatible with the rights of the members;
9. To enforce professional comportment of the members;
10. To inform the assembly on a point of order or practice pertinent to pending business; and
11. To authenticate, by his/her signature, all the acts, orders, and proceedings of the assembly.

## **ARTICLE VI: Committees**

*SECTION I. STANDING COMMITTEES* - The faculty is a committee of the whole and shall comprise the Faculty Organization; will participate in the conducting of the business of the nursing program, which is defined as the day-to-day operations of the program, admission and progression of students, matters of the curriculum, and any and all other matters related the nursing program. To fulfill these functions, the faculty will participate in separate meetings that address each of these functions and will meet with the Nursing Chair who serves as President.

*SECTION II. FACULTY ORGANIZATION* – The Faculty Organization meets weekly during the academic year for the purpose of coordinating all aspects of the day-to-day operations of the program, including the scheduling of courses and clinical experiences, coordinating pedagogy across the curriculum, providing for faculty development and participation in governance, supporting students' success, and evaluating all aspects of the program.

*SECTION III. ADMISSION AND PROGRESSION* – The Faculty Organization, to fulfill the functions of admission and progression of students, shall meet at least once a semester for the purpose of reviewing students' admission materials, applying admission criteria consistently, implementing admission and progression policies, and deciding on academic issues.

*SECTION IV. CURRICULUM* - The Faculty Organization, to fulfill the functions of curriculum oversight shall meet for the purpose of implementing, evaluating and revising the curriculum.

*SECTION V: OTHER PROGRAM MATTERS:* The Faculty Organization will meet as needed to address issues that come before the faculty, students, staff that require a decision for resolution of the matter. Other program matters are defined as any issue not covered by Sections II, III, and IV.

### **ARTICLE VII: Amendment**

These bylaws may be amended at any regular business meeting by a two-thirds vote of the majority of the entire membership. Bylaws revised Fac Org. 9-5-22.

## **CLASSROOM TESTING ENVIRONMENT POLICY**

To preserve the integrity of the testing environment and maintain consistent practices among faculty, the following rules for proctoring exams go into effect immediately.

1. All purses, backpacks, electronic devices (phones, computers, headphones, smartwatches), food, drinks must be placed in the front/back of the room *or* on a side table up against the wall.
2. Students may not use their own headphones, calculators, pens, pencils, or scratch paper. Supplies will be provided by the proctor.
3. Students must remove jackets/sweaters/hoodies with pockets, and brimmed hats. Students may wear pocketless jackets/sweaters/hoodies.
4. Students must remain in the room while they are testing with the exception of select standardized exams that permit a break. Once a student is finished, they may leave the room quietly.
5. Proctor(s) will be walking around the room.

If the proctor sees evidence of academic dishonesty, they will terminate the exam for the affected student. See [Academic Dishonesty Policy](#)

## **CLINICAL**

### **Agency Requirements for Clinical Faculty**

Faculty are expected to comply with all agency immunization requirements, any other documentation, and orientation. Faculty are required to upload all clinical documents in Castlebranch. Should a faculty member be allergic to the required vaccines, a statement to that effect from a healthcare provider must be submitted to the Nursing Program.

### **Criteria for Selecting New Clinical Sites**

All new clinical sites undergo a prior assessment for appropriateness using the document in **Appendix F**.

### **Clinical Site Evaluation**

All clinical sites are evaluated by students and faculty each time they are used. Based on the evaluation, faculty determine whether the site will be reused (**see Appendix G**).

### **Clinical Learning Contract (see Appendix J)**

Clinical learning contracts will be completed any time a student's performance is unsatisfactory and are a part of the student's permanent nursing record.  
Notice of Failure to Comply with Clinical Requirements – See clinical requirements in Student Handbook.

## COMMITTEES & NURSING STUDENT ORGANIZATIONS

### **Berea College Association of Student Nurses (BCASN)**

Berea College Association of Student Nurses (BCASN) is an organization comprised of all nursing majors. A nursing student is automatically a member upon considering nursing as a major. Upperclassmen provide mentoring to underclassmen nursing majors. The Organization meets monthly throughout the academic year. Officers are elected each Spring for the following year. The organization elects a faculty sponsor each year. The Student Handbook outlines BCASNs constitution in detail.

### **Honor Society of Nursing**

Berea College Junior and Senior Nursing Students who are in the top thirty-five percent of their cohort and have maintained an overall GPA of 3.0 may be invited to join the Sigma Theta Tau International Honor Society of Nursing, Delta Psi Chapter. A Faculty Counselor for Berea College is elected by Delta Psi Chapter members.

### **Nurses Christian Fellowship**

Created in 2018, the Berea College chapter of the Nurses Christian Fellowship (NCF) is a club on campus specifically for nursing students. It is an inter-year, interracial, international, and ecumenical group geared toward providing support and encouragement to nursing students during their journey in the nursing program.

### **Student Representation in Governance**

Nursing students participate in the governance of the Department of Nursing. At the beginning of the fall semester, a class representative and alternate of each sophomore, junior, and senior will be elected by their peers to attend the nursing curriculum meetings as class representatives. This representation includes, but is not limited to, the following responsibilities.

#### **The Student Representatives will:**

1. Serve as liaisons between faculty and their nursing cohort.
2. Participate in curriculum discussions and give feedback on current issues;
3. Provide evaluative feedback about curricular issues;
4. Recommend ideas to enhance the academic success, social and work life of nursing students.

## NURSING FACULTY PROFESSIONAL PRACTICE COMMITMENTS

The following behaviors are the commitments made during the team collaborative gathering, September 24, 2021, to build a healthy team in the everyday moments of our conversations and work:

1. **Assume a positive Intent** – Trust that the intent behind our individual and team actions is positive. We give people the benefit of the doubt by setting aside judgments and preconceived ideas.

2. **Be kind** - While we may disagree, and even have difficult conversations from time to time, we treat each other with kindness. Whether it's a friendly smile, a gesture of support, or showing we care, our words and actions show kindness.
3. **Communicate assertively and professionally** – We take the high road in how we communicate. When delivering complex messages or in an emotionally charged situation, we are intentional about staying in control of what we say and how we say it. We call for a break and use self-management skills when we see emotions taking over. We address silence that stifles group process.
4. **Listen to understand before problem-solving** – Listening is more than not speaking. We give each other our undivided attention and listen with care and empathy. We delay let go of the need to problem-solve by focusing initially on the listening to understand.
5. **Talk about conflict** – Address conflict quickly, privately and directly with whom we have the conflict. We use “I” words rather than “you.” We speak honestly, respectfully and make clear requests about our wants, perspective, and solutions. We ask questions to understand other’s wants, perspective, and solutions. We raise issues that may cause more conflict when it’s necessary for team success.
6. **Take ownership** – We are responsible for our words, actions, and behaviors. We practice blameless problem-solving by viewing mistakes from a growth mindset, so we can learn what to do to improve going forward.
7. **Be open to feedback** – We believe that constructive feedback helps us be the best we can be and contribute to the team. We accept feedback about how our words and actions affect one another. We ask questions with the intent to understand so we can improve going forward.
8. **Show empathy** – Walk in one another’s shoes to see things from their perspective. The better we understand each other, the more effectively we can anticipate and meet the goals of the team.
9. **Collaborate** – Be open to new ideas and different points of view. Be willing to ask for help rather than fly solo. Work together to generate better ideas and solutions. As a team we think about we instead of me.
10. **Respect differences** – While we don’t always agree, we respect one another’s perspective and differences. We invite sharing our differences, so everyone has a say. We collaborate toward the most innovative and creative ways to solve problems. After hearing everyone’s input, we make decisions. We commit to following through on the decisions even if we didn’t get what we wanted, we are committed to the team decision because we had a say.
11. **Do work with passion** – Take responsibility for contributing to solutions rather than looking for why something can’t be done. Work to the best of our ability and go the extra mile to solve problems. Show initiative to see projects through to their completion. Be resourceful.
12. **Share Information** – With appropriate respect for confidentiality and boundaries, we share information freely. The more people know, the better we can collaborate, and the faster we can respond to challenges and opportunities.
13. **Tear down silos** – Think team first. Look for the best in each other and provide unrelenting support, including honest and direct feedback. We win and lose as a team.
14. **Honor commitments** - Be dependable. We follow through with what we say we’re going to do in a timely manner. If we’re not able to complete a commitment, we let the team know and suggest alternative solutions. Honoring commitments builds trust.
15. **Rise above adversity** – When challenges happen, we adopt a resilient mindset by accepting reality, creating meaning, and find ways to improvise.

16. **Do what's best for the student**– In all situations, we do what's best for students to be equipped to graduate and become a fully licensed registered nurse. We hold ourselves accountable for do what's best for nursing education and future professional practice.
17. **Be a source for acknowledgement and appreciation** - What gets acknowledged gets repeated. We recognize both individual and team success by giving meaningful (honest, timely, specific, and impactful) feedback. (Collaborative Session 9-24-21)

## **CONFLICT RESOLUTIONS**

### **CHAIN OF COMMAND FOR CONFLICT RESOLUTIONS**

The Nursing Department follows Team Strategies & Tools to Enhance Performance and Patient Safety (*TeamSTEPPS*) for assertive communication strategies as well as the following conflict resolution steps.

1. Person with whom you have the conflict
2. If course-related academic conflict, speak with the involved faculty member
3. Department of Nursing Chair
4. Division I Chair
5. Depending on the issue, the Division I Chair will advise about other persons to assist with conflict resolution. .

### **PROFESSIONAL NURSING COMPORMENT POLICY**

Faculty are responsible for ensuring a positive learning environment for all students enrolled in their courses. A faculty member, clinical instructor or clinical mentor has the right to make decisions regarding one's own daily classroom/clinical dynamics and define disruptive classroom/clinical behavior. In cases where an individual student's behavior significantly and negatively inhibits the learning of other students or creates an unsafe environment, the faculty member, clinical instructor or clinical mentor may ask a student to leave the classroom or clinical setting immediately. Behaviors that negatively inhibit learning of other students or create an unsafe environment include but are not limited to: unauthorized use of cell phones or laptops, side conversations unrelated to class and gossip.

1. Following the chain of command for complaints: first privately notifying the person with whom I have a problem. If someone complains to me about someone else, I will first ask, "Have you spoken to that person about this?" If the answer is no, I will encourage that person to do so.
2. Resolving conflict in a private, constructive and timely manner. A recommended method for how to resolve conflict is as follows: Specifying facts first, then feelings and finally the follow-up expected. For instance, When you [cite behavior], I felt [explain feelings]. Next time, please [state behavior]." Adapted from: Code of Professional Conduct for Faculty: (Baltimore: Johns Hopkins Medical School).

### **COURSE SYLLABUS**

To promote consistency across the curriculum and guide students in meeting course outcomes, nursing faculty agrees to follow a course syllabus and clinical evaluation tool templates as seen in **Appendices I and G**, respectively.

## CURRICULAR CONCEPTS

1. Liberal education
2. Patient centered care
3. Professionalism
4. Leadership & health policy
5. Informatics & technology
6. Interprofessional communication & collaboration
7. Safety
8. Quality improvement
9. Evidence based practice
10. Health promotion & disease prevention

## ADMISSION TO THE NURSING MAJOR

All students must make a formal application to the nursing major according to the Berea College declaration of *primary* major process. The Declaration of Major process is initiated by the Department of Academic Services and completed according to the guidelines [Berea College Catalog 2021-2022 Nursing Major](#)

The following criteria for declaration of nursing as a major will be used for **all** students:

1. Minimum cumulative GPA 3.0
2. Minimum pre-nursing collaterals\* GPA 3.0 (based on BIO 201 Human Anatomy and Physiology I, BIO 202 Human Anatomy and Physiology II , PSY 100 General Psychology, CHM 113 Allied Health Chemistry, BIO 207 Pathophysiology, BIO 222 Microbiology, and CFS 221 Fundamentals of Nutrition)
3. **May repeat only one of the following courses: BIO 201, BIO 202, BIO 207, BIO 222, PSY 100, CFS 221 and CHM 113.** If not successful on the second attempt, the student will not be allowed to progress in the Nursing major and encouraged to seek another major.
4. (For International Students and those with English as a second language) TOEFL (Test of English as a Foreign Language) Internet-based test (iBT) minimum score of 83, with minimum score of 26 on the spoken portion before the first day of the third term of enrollment at Berea College.

\*For transfer students, the pre-nursing collateral GPA will be calculated based on students' grades earned (BIO 101, BIO 102, PSY 100, CHM 113, BIO 207, BIO 222, and CFS 221) as they are evidenced on their official transcripts from the grade-granting institution. Note: Nursing courses from other institutions may not be transferred to meet Berea College Nursing course requirements.

Students must be officially admitted to Nursing as a Major prior to beginning junior (300 level) nursing courses. After a student's Declaration of Major form has been received in the Department of Nursing, the following actions will take place:

The faculty of the Department of Nursing meets to review the applicant's academic record.

- A. If the student is **accepted**, he/she will be permitted to declare a major in Nursing.
- B. If the student **is not accepted**, the student will receive notification from Academic Services indicating the reason for this decision.

**Appeals to admission and progression decisions must be communicated electronically first to the Nursing Admission Committee then follow the Chain of Command for academic appeals. Grievances or complaints in other areas should first be addressed to the person**

with whom you have the complaint, or grievance. Further guidance may be found in the Berea College Student Handbook.

## PROGRESSION THROUGH THE NURSING MAJOR

### I. Requirements

- A. Once admitted to the Nursing major, all students must maintain the following standards to progress from one semester to the next:
  1. Maintain a minimum GPA of 2.5
  2. **May repeat only one NUR designated course.** If not successful on the second attempt, the student will not be allowed to progress in the Nursing major and encouraged to seek another major.
  3. **No grade lower than a “C” in each nursing course and in all required collateral courses.** In Nursing, a “C-” is considered a failing grade.
- B. A nursing student will demonstrate appropriate professional qualities of judgment, disposition, and respect in the classroom and clinical setting at all times.
- C. Following withdrawal from the College, the student must apply to be readmitted into the Nursing Major.
- D. Students must obtain 15.5 Nursing Credits and 20 outside credits totaling 35.5 for graduation.
- E. Student may be withdrawn from the Program for a pattern of disruptive behavior in class and/or clinical experiences.
- F. Student may be withdrawn from the Program for endangering client safety per the Clinical Evaluation Policy.
- G. Remediation of exams is required per the Remediation Policy.
- H. Standardized testing and remediation are required throughout the nursing curriculum

## DISMISSAL FROM NURSING MAJOR

The Department of Nursing reserves the right to dismiss from the Nursing Major a student who demonstrates unacceptable behaviors that include but are not limited to: unmet academic or professional nursing behavior standards, endangering client safety (physical or psychological) by not performing at the level of a reasonably prudent student.

## APPEAL OF ADMISSION AND PROGRESSION DECISIONS

Students may appeal admission and progression decisions using the following Chain of Command.

1. Department of Nursing Chair
2. Division I Chair
3. Dean of the Faculty

## EXTENSION OF TERMS BEYOND FOUR (4) YEARS

All Berea College students are expected to graduate within 8 terms of attendance. Nursing students who want to extend their education at Berea College to nine (9) or ten (10) terms including transfer terms must seek approval from the Associate Vice President and Dean of Curriculum and Student Success. See appendices E & F for the Four- and Five-year Nursing Curricula Plans.

## **EMERGENCY & SAFETY PROCEDURES**

### **Margaret A. Cargill Natural Sciences and Health Building (MAC)**

All occupants are required to wear shoes at all times.

MAC has **six (6) fire extinguishers** located on the third floor. The Skills Laboratory in **MAC-370 is equipped with an eyewash system**. There are two AEDs: main lobby and 4<sup>th</sup> floor adjacent to the Yahng Center. For weather and emergency announcements, a NOAA radio is in MACs main lobby.

**In Case of Fire:** All occupants are to evacuate the building through the nearest safe exit and meet on the grassy area next to the tech building or the Peace Garden.

**In Case of a Tornado Warning:** All occupants are to move to 1<sup>st</sup> floor (central location with no windows). Remain in the lowest level of the room.

**In Case of a Campus Threat:** Public Safety will send a mass email and text message with specific instructions for Campus safety. <http://catalog.berea.edu/en/Current/Student-Handbook/Student-Rights-and-Responsibilities/Campus-Safety-and-Security>  
<https://www.berea.edu/public-safety/policies/emergency-response-and-evacuation-policy/>

## **ENROLLMENT MANAGEMENT POLICY**

The Baccalaureate Nursing Program is approved through the Kentucky Board of Nursing to admit up to 40 students per cohort. Formal declaration of the major occurs every spring for entry into junior level nursing courses. At that time applicants may be conditionally admitted pending completion of all nursing admission criteria. Those conditionally admitted must be formally admitted by the Nursing Admission Committee before starting fall junior level courses. All students who meet the Program's admission criteria are approved to Declare Nursing as a Major.

## **FACULTY WORKLOAD**

All workload assignments require administrative approval. The standard teaching load for full-time faculty is not more than six courses per academic year. Typically, faculty members teach three courses in fall and spring semesters, although some will teach five in the academic year, and one in a four-week summer session. [Load adjustments](#) may be made by the Dean of the Faculty for laboratory courses, special assignments, or administrative duties.

Per administrative approval, Nursing faculty members who teach courses with a clinical component receive one workload credit for 84 clinical clock hours and follow the Berea College workload policy for didactic courses. Therefore, a nursing faculty member who teaches 200



minutes of didactic material per week, typically receives one credit hour of workload. A nursing faculty member who teaches a clinical component for 84 hours a semester receives one credit hour of workload.

### **FACULTY PERFORMANCE EXPECTATIONS**

- 100% of FT faculty hired with specialty certification related to their teaching will maintain current certification.
- 90% of FT faculty will demonstrate practice and/or continuing education related to their teaching position.
- 90% of FT faculty will demonstrate scholarship activities, including, but not limited to, presentations, publications, professional memberships.
- 90% of FT faculty will demonstrate service activities within and/or outside the College.
- 90% of part-time didactic faculty will demonstrate practice and/or continuing education related to their teaching content area.
- 90% of part-time clinical faculty will demonstrate current clinical practice and/or ongoing development in clinical expertise.

## NURSING FACULTY WORKLOAD/ INSTRUCTION TIME

Academic Credit	Workload Credit	Scheduled Instruction Time Per Week (Clock Hours)	Academic Hours Per Week
<b>0.5 Didactic NUR 201, NUR 352</b>	0.5	2 hours	105 (52.5 mins x 2 days)
<b>1.0 Didactic + Clinical /Lab NUR 225, NUR 301, NUR 351, NUR 355, NUR 448</b>	0.75	3 hours	158 (79 mins x 2 days)
<b>1.0 Didactic NUR 449, NUR 230</b>	1.0	4 hours	210 (105 min x 2 days)
<b>1.0 Didactic + 16 hours clinical NUR 110</b>	1.25 - 1.50	4 hours	210 (105 min x 2 days)
<b>1.5 Didactic + Clinical NUR 226, NUR 350, NUR 400</b>	1.25	5 hours	262 (131 min x 2 days)
<b>2.0 Didactic + Clinical NUR 450</b>	1.5	5.5 hours	289
<b>Nursing Lab</b>	0.5	3 hours	158
<b>Nursing Clinical</b>	1.0	6 hours	360

## GRADING SCALE FOR NURSING PROGRAM

### Grading Scale for Berea College

Coursework achievement is recorded by a grade of A, B, C, D, or F. The grade point average (GPA) is determined on a four-point scale, A = 4.0, B = 3.0, C = 2.0, D = 1.0, and F = 0.

### Grading Scale for Nursing Department

The grading scale adopted by the Nursing Department is as follows:

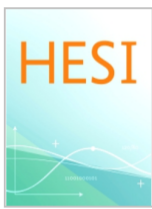
92 – 100	A
83 – 91	B
77 – 82	C
70 – 76	D
<70	F

The test grade average and the final course grade will be rounded to the closest whole number at 0.5 (Example: 72.4 = 72; 72.5 = 73) **“C minus” is not acceptable for nursing and any required collateral course.**

## HESI TESTING

Faculty will be assigned a username/password from HESI Elsevier.

1. On test day, go to: [www.evolve.elsevier.com](http://www.evolve.elsevier.com) and login.
2. Select HESI Assessment Next Generation Course ID: 159640\_mkennison5\_3001



HESI Assessment Next Generation: Instructor-Led Course

HESI Assessment Next Generation, 1st Edition

Course ID: 159640\_mkennison5\_3001

Instructor: Monica Kennison

3. Administrative Assistant will schedule exams.
  - a. HESI Administration Resources:  
<https://berea.box.com/s/2ekqtkwg5zt7o2o0e6w8xx85jwm53jy6>
4. To obtain exam results go through Exam Portal
5. Go to Exam Results
6. Access summary > student performance> category performance> Remediation Performance> Student Remediation Details
7. Faculty will need to assess if the essential packets have been reviewed and the case studies have been completed.

Once students have completed the exam, click “UPLOAD EXAM RESULTS” to close the exam, which will trigger the reports and remediation to be made available 48-72 hours after you have closed the exam.

## HESI REMEDIATION POLICY

The Nursing Program has adopted the Evolve/HESI Assessment Program for standardized testing and remediation throughout the curriculum. These required assessments are used to determine the needs of students and where to focus teaching and learning efforts.

All students are **required** to remediate after each HESI-NG exam using the HESI-NG generated individualized remediation plan, that includes Essential Remediation Packets and Case Studies. Implemented Fall 2015; Revised 8/15/2017; Revised 8/20/2018; revised 5/9/19; revised 7/27/20; revised 5/11/22

## STUDENT INCIDENT REPORTING

Please see the following link for information about reporting incidents that occur on or off campus <http://catalog.berea.edu/en/Current/Faculty-Manual/Selected-Institution-Wide-Policies/Harassment-Policy/Reporting> In addition to this policy, faculty is responsible for adhering to agency policy for reporting off-campus incidents.

## MAGAZINE

The Berea College Nursing Magazine serve to communicate the Program's outcome measures, student activities, department initiatives, alumni faculty and alumni achievements to the community of interest. The magazine is edited by faculty, published annually, and linked to the Nursing Department website. Students are encouraged to submit pictures and original works for consideration by the editors.

## MEDICATION SAFETY CLINICAL COMPETENCY

Students must demonstrate medication calculation competency prior to administering medications in clinical courses. Medication calculation exams are administered during each clinical course; NUR 226, NUR 301, NUR 350, NUR 351, NUR 355, NUR 400, NUR 448 and NUR 450. Students are required to pass a 20-item medication safety competency exam with 90% proficiency.

The exam will include course specific calculations and medication safety items. Calculation items are leveled according to below:

- Sophomore (NUR 226) 1-2 step calculations
- Junior (NUR 301, 350, 351, 355) up to 3 step calculations
- Senior (NUR 400, 448, 450) up to 4 step calculations

Students who do not pass the exam on their first attempt will be required to remediate and pass a new version of the 20-item exam. The student must remediate and provide proof of remediation to course faculty before being allowed to retest. Students who do not remediate prior to the testing date will receive a zero for that attempt. Students may not pass medications in the clinical setting until they have successfully achieved the 90% proficiency standard. Students have up to one week to complete required remediation and retest. Students who do not achieve 90% after **three attempts** will result in clinical failure, which results in course failure.

(Faculty Org. August 26, 2019; revised Curr. May 11, 2022)

## DEFENSIVE DRIVING AND ENTERPRISE CARSHARE

Students must hold a valid U.S. Driver's License in order to take the Defensive Driving Course. Defensive Driving and Van Driver's Training is highly recommended before enrolling in NUR 226. The course is offered free to Berea College students. Students are responsible for contacting Public Safety to get access to the course which consists of three videos with an exam at the end. The exam results must be submitted to Public Safety with a Motor Vehicle Registration. Additionally, a copy of the exam results must be given to the administrative assistant for the

Nursing departmental files. Once students have completed the Defensive Driver Course, they will need to register with Enterprise CarShare at the following website: [Join Enterprise CarShare](#). Enterprise CarShare will provide the Student with a membership number and mail them a membership card. The Student will provide the administrative assistant with their membership number so that vehicles can be reserved in their name for any Nursing department related driving. A Student age 26 or older is not required to take either the Defensive Driving or Van Driver's Training Course to be an eligible driver, but is required to fill out an application with Enterprise CarShare to be approved to drive vehicles.

### **Enterprise CarShare Transportation to Clinical Sites or Approved Off-Campus Activities**

Students driving Enterprise CarShare for clinical experiences are required to make arrangements through the Administrative Assistant. Students are asked to walk around vehicle to note any dents, scratches or service lights. All excess charges from unreported or excessive mileage will be the responsibility of the student driver. Personal use of the vehicle is prohibited. If a student is found to have used the vehicle for personal use, the CarShare privilege will be revoked. Any physical damage to the vehicle, or service light, should be photographed, documented, and reported before departure. Any fines incurred while driving an Berea College vehicle are the responsibility of the student driver. Vehicles may be picked up 15-30 minutes prior to the scheduled departure time. Vehicle users must follow the cleaning and other COVID-19 related policies. Vehicles should be free from litter, refueled, and returned with logbook completed and keys on time. Any mechanical problems or maintenance needs should be reported as well as the location of the vehicle. In the event of inclement weather, students will be notified of clinical cancellations or early dismissals by faculty or administrative assistant. Clinical drivers may apply to be a clinical driver and receive compensation. If driving a nursing specific vehicle, please return the vehicle as close to the designated parking space as possible in Seabury parking lot. The online transportation policies can be reviewed at <http://www.berea.edu/public-safety/use-of-berea-college-vehicles/>. Remember to allow three weeks for application to be processed prior to driving a vehicle.

### **SAFE STUDENT REPORTING**

The Nursing Department is participating in the National Council of State Boards of Nursing (NCSBN) Safe Student Reporting study to reduce errors in clinical settings, including the skills laboratory and simulation areas. The Safe Student Reporting tool is an anonymous online platform that collects data on the nature and frequency of student errors and near misses. Should a student encounter a near miss/error in the clinical setting, he/she must report it to their preceptor and course faculty for such reporting purposes.

### **SHARPS AND BIO-WASTE POLICY**

1. **Only Sharps** (needles, syringes with needles and lancets with safety engaged are to be placed in the **Red Sharps** containers).
2. Glass vials and ampules must be placed in the container labeled "Ampules and Vials". They are NOT to be placed in the Red Sharps Container.
3. **Broken Glass** must be placed in the container labeled "Broken Glass". These containers are in all simulation rooms/labs.

4. **Simulated blood in blood collection tubes** should be treated as real labs. They should be labeled and placed in Lab transport bag. When the specimen is ready to go to the lab, place the bagged specimen in the basket labeled “Labs”. They will be properly disposed of by simulation lab staff.
5. Cotton balls, alcohol pads, gloves used for real finger sticks, simulated medication patches, bandages or band aids of any kind with actual/fake blood, fake blood fluids and fake bloody disposable under pads must be placed in the container with a **Red Bio-Hazard** bag. Gloves, gowns and any other PPE worn during simulated patient care with fake blood must be in the **Red Bio-Hazard** bag. All other PPE along with packaging, wrappers, and non-bloody gloves can be disposed of in regular trash.
6. All hand-made **medication simulation labels** must clearly state the word “Simulated” on the label.
7. Safety Data Sheets (SDS) are to be used for all chemicals in the Nursing Clinical Skills Laboratory.
8. If a student receives a needlestick or other injury, an incident report must be documented with Public Safety and report incident to Leslie Kaylor, Director of Risk Management, via phone at 859-985-3350.

Faculty approved August 23, 2017, revised August 22, 2018; revised July 27, 2020.

### **SHARPS, BIOMEDICAL SAFETY & DISPOSAL POLICY**

Occupational Safety and Health Administration (OSHA) requirements - do not **recap** needles before placing them in the Sharps containers. Needles with activated safety devices are to be placed in the sharps container. <https://www.osha.gov/dts/shib/shib101503.html>

Material Safety Data Sheets (MSDS) for all chemicals utilized in the Nursing Clinical Skills Laboratory are located in room 106.

An Eye/Face Wash Station is located in the Nursing Clinical Skills Laboratory.

#### **Biomedical Waste Disposal:**

Ampules and Vials from the labeled container and all fake laboratory blood tubes are to be emptied of fluids and placed in the broken glass container by simulation lab staff.

Broken Glass Containers will be picked up from the nursing labs upon notification to Leslie Kaylor.

Biohazard bags and sharps containers will be removed from the labs as needed by simulation lab staff/TA's and taken to the basement floor of this building and turned over to Andrew Garrett (lab manger) for disposal.

While attendance at all scheduled classroom and clinical dates is essential for the nursing student, the student must not engage in classroom or clinical activities when specific symptoms of contagious disease are present, including but not limited to: fever, vomiting, or diarrhea and/or COVID-10 symptoms:

- Fever (100 degrees or higher) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell

- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

## **SIMULATION POLICY**

### **Purpose Statement**

The purpose of integrating simulation, using methods of best practice, is to provide standardized experiential learning opportunities designed to advance student development, enhance critical thinking, and prepare students for entry into professional practice. Selected simulation scenarios will be determined based on a needs assessment.

### **Rationale for Integration of Simulation**

Simulation provides a safe and effective environment for learning and applying the cognitive and performance skills needed for practice. Reality based, simulated patient care experiences increase self-confidence in communication and psychomotor skills, and professional role development. Beginning research supports the use of simulation in nursing education. (AACN Essentials page 34) Simulation has been determined foundational for standardizing language, behaviors and curricular design for facilitators and learners (Best Practice article Sittner, et al 2015). The KBN 201 KAR 20: 320 Standards for curriculum of pre-licensure of nursing programs, amended April 11, 2016, established simulation standards to which we adhere. Simulation may not be used for more than 50% of the total clinical hours required for graduation (<http://www.lrc.state.ky.us/kar/201/020/320.pdf>).

### **Roles for Nurse Manager, Faculty, Clinical Nursing Laboratory/Simulation Coordinator**

#### **Simulation Nurse Manager**

- Oversee simulation activities throughout the curriculum per KBN
- Facilitate implementation of best practices in simulation policies and procedures
- Develop academic-practice partnerships in simulation
- Prepare trended evaluative data on simulation across the curriculum

#### **Faculty**

- Schedule simulations for the term with the Coordinator
- Develop, implement and evaluate simulation scenarios
- Access simulation materials in Box
- Use the Student Simulation Evaluation template generated in Qualtrics naming it as such: NUR XXX term, year, title of simulation (NUR 350 spring 2018 blood administration reaction)

#### **Clinical Nursing Laboratory/Simulation Coordinator**

- Maintain human patient simulators and equipment in good working condition
- Coordinate scheduling of simulation/clinical skills lab
- Prepare the scene and moulage the patient

### **Pre-briefing Procedures**

Simulation based learning experiences integrated throughout the curriculum will begin with a pre-briefing session facilitated by nursing faculty. The pre-brief session will include:

1. Activities that help participants link the simulation experience to learning objectives.
2. Activities that establish a trusting environment including confidentiality agreement and code of conduct.

The Pre-brief activities will be based on the learning needs of participants, including current experience, knowledge, skills, attitudes and behaviors, as well as the expected learning outcomes.

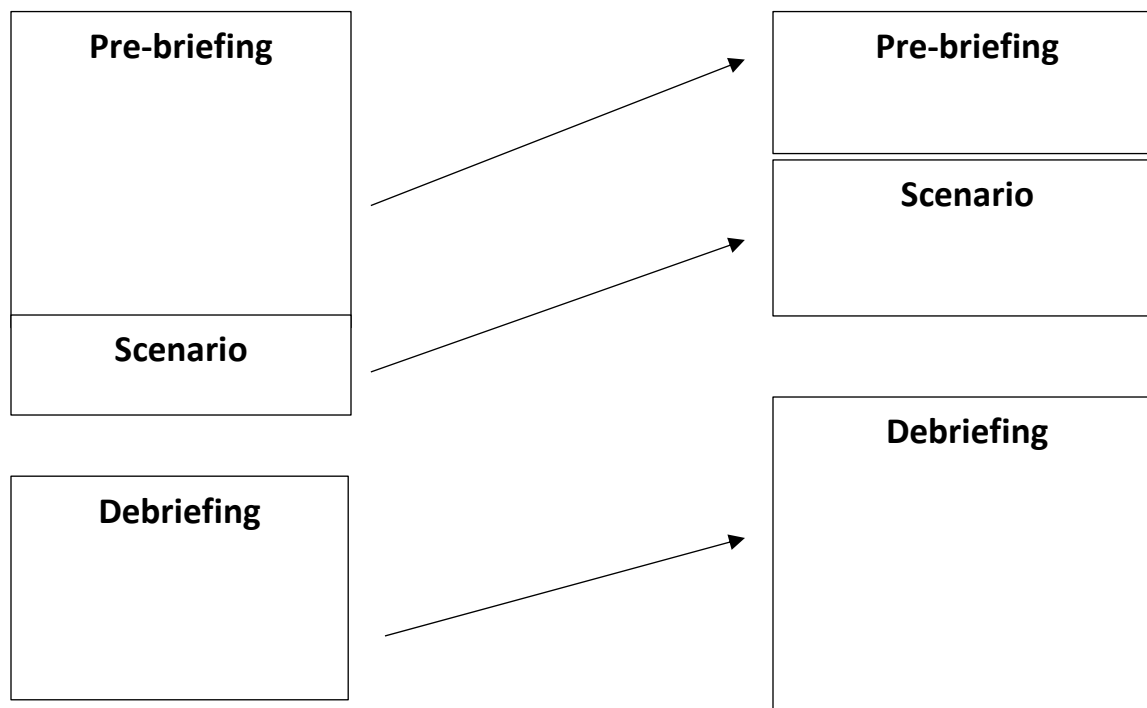
#### Pre-briefing (Briefing)

An information or orientation session held prior to the start of a simulation-based learning experience in which instructions or preparatory information is given to the participants. The purpose of pre-briefing or briefing is to set the stage for a scenario and assist participants in achieving scenario objectives. Suggested activities in a pre-briefing or briefing include an orientation to the equipment, environment, mannequin, roles, time allotment, objectives, and patient situation.

(Source: *Standards of Best Practice: Simulation Standard I: Terminology, 2013*)

**NOVICE**

**EXPERIENCE**



#### Debriefing Procedures

Simulation based learning experiences integrated throughout the curriculum will be followed by a debriefing session facilitated by nursing faculty, employing a *Three Step Debriefing with Good Judgement* structured framework (see **Appendix N**). The debriefing faculty member will aim to:

1. Create a trusting environment where participants are comfortable exploring their own critical thinking and clinical decision making regarding actions taken and actions not taken during the simulation experience.
2. Create an environment where participants self-identify gaps in their knowledge and skills, reflecting on the simulation experience and how the experience relates to their future practice.
3. Allow the specific simulation learning objectives to serve as a guide to the debriefing session.



Reference: Sittner, B.J., Aebersold, M.L., Paige, J.B., Graham, L.M., Schram, A.P., Decker, S.I and Lioce, L.: INACSL Standards of Best Practice for Simulation: Past, Present, and Future. (2015) *Nursing Education Perspectives*.

## **Process of Debriefing with Good Judgement**

### **1. Reactions Phase:**

Allow each individual participant time for an emotional release. Capture a summary of the most common emotion. Identify the outliers and indicate you would like to discuss their emotion later on, in a more private setting. It is important to address any distressed participant with acknowledgment, and a plan to discuss in greater detail later. Allow a few participants to share their experience linked with the identified summary emotion and note what issues they bring up. **KEY: Move on to the analysis quickly.** Review the scenario in 1 -2 sentences and move to the Understanding Phase.

### **2. Understanding Phase:**

Review the previously identified Simulation Student Learning Objectives. Identify mismatch between desired and actual practice; provide feedback with advocacy-inquiry; work to close the gap with discussion and didactics. Make a generalized connection to clinical practice.

### **3. Summary Phase:**

Invite participants to share take-away learning. Clarify any final issues. Summarize the experience, fill in the gaps not mentioned, and wrap it up.

## **Possible Questions for use during Three Step Debriefing with Good Judgement**

### **Reaction Phase**

- How do you think the simulation went? (Allow the team to go first, then the observers.)
- In one word, describe what emotion you are feeling.
- Talk to me about how this experience made you feel.
- Talk to me about how satisfied you are with the actions you initiated during the experience.

### **Understanding Phase**

- What role did you play in the experience?
  - What made you effective in this role and how could you become more effective?
  - Was there any unnecessary chaos or confusion due to the way you performed in your role?
- How familiar were you with the patient's condition, treatments and complications prior to the experience?
  - What do you think is going on with this patient?
  - What are the primary concerns for this patient?
  - What focused assessments were needed and were they completed?
  - What interactions and interventions were done and were they appropriate?
  - What was the rationale for what was done and the interventions performed?
  - Give specific examples of where not knowing this information might have hindered your ability to provide care to this patient.
- Give specific examples of where you prioritized the needs of the patient effectively
  - What problems did you encounter in making decision?
  - Were new problems created as a result of previous decision?

- What would you do differently if we went back into the patient’s room and repeated the experience?
- How would you describe your communication skills?
  - How was your communication with the patient and the patient’s family?
  - Was SBAR used when communicating with other members of the healthcare team?
- Give specific examples of where patient safety was a priority.
  - Were safety needs at any time overlooked?
  - What problems might have occurred as a result of this oversight?
  - How can you prevent these omissions from occurring in the future?

### Summary Phase

- What would be your “take away” from this experience?
- Summarize the identified strengths and weakness
- Remind students that the evaluations are important for future simulation experiences
- Remind students that the evaluations are taken seriously by faculty

The nursing skills and simulation labs are staffed with junior and senior level teaching assistants. The TAs receive training for their job and work hard to provide a safe, engaging learning experience for all students. The Clinical Laboratory and Simulation Manager is responsible for supervising the teaching assistants. The office is in room 339.

The TAs offer a combination of afternoon and evening hours for students to practice skills and receive tutoring. However, they may not teach or sign off on skills checklists. Open lab hours are posted on the front and back lab doors. Additional hours may be available upon request. Additionally, faculty often assign required lab hours outside of class for practice and remediation.

### COVID-19 PRECAUTIONARY GUIDELINES

- a. Students must comply with signage for one way “flow” of entrances and exits.
  - b. All students and instructors will be required to wear a mask during lab/simulations
  - c. Students may be expected to wear full PPE during specific skill performances based upon instructor guidance. (Plastic full-face shield, gown and gloves)
  - d. Temperature checks may be done upon arrival for lab activities.
  - e. Follow modified maximum occupancy guidelines as determined by the college.
  - f. Students will be assigned specific areas/rooms on arrival.
  - g. Students will be staggered in order to clean waiting rooms, simulation sessions and debriefing spaces.
  - h. Observe posted signs as reminders for physical distancing and hand hygiene.
  - i. Faculty and Students will observe 6-foot distance between participants as much as possible. During simulations, there may be times students are closer than 6-feet of each other, but as soon as scenario is complete, faculty and students will ensure adherence to the 6-foot distance. Faculty and Students must have a mask and face shield if within 6 feet.
  - j. All personal items including cell phones, water bottles, bags, must be stored in storage cubicles located by the entrance. **NO FOOD ALLOWED IN SIMULATION LOCATIONS.**
  - k. Students are not to share laptops, pens, and personal supplies.
- See: *Reference Guide for Disinfection in Simulation* by David Shablak, NRP, CHSOS – William Belk, NRP, FP-C.

- All equipment and rooms will be cleaned after each use and between sessions/courses, using the decontamination checklist and guidelines.
- Faculty, Staff, Lab TA's will be responsible for the cleaning and ensure this is completed throughout the simulation rooms and clinical skills lab.
- Cleaning: The following surfaces should be wiped down with hospital approved disinfectant wipes after every use when simulations and labs are occurring:
  - Phones
  - Flat counter surfaces
  - Tables
  - Door handles
  - Any high touch surfaces
  - Chairs
  - Bed Rails and Controls
  - Any equipment Used
- Nursing Department's policy for student participation in simulations and labs will remain consistent with Berea College's policy.

### **Simulation Lab Rules**

1. At no time are children permitted in the lab.
2. Food is not permitted in the main or sim labs.
3. Beverages are permitted with a lid. NO beverages are allowed near simulation mannequins or equipment.
4. The lab is a cell phone free zone.
5. Technological devices are only allowed for nursing purposes during lab hours.
6. Closed-toed shoes are a requirement for the lab.
7. Students must sign in and out of the lab electronically using military time.
8. Students are expected to wear their name tags during lab hours.
9. Students are expected to come to lab prepared with all assignments and tools needed. Students are expected to be engaged in active learning while in the lab.
10. Respect for the rules, property, and all people is expected.
11. If you have any complaints or concerns, please follow the nursing policy for handling conflict.
12. Come with a positive attitude and excitement for learning.



## Evaluation Procedures

All simulation-based activities will include an element of evaluation based on the learning objectives. Participating students will complete the *Student Simulation Evaluation* tool. Upon completion of the debriefing session, the faculty will distribute the *evaluation* tool with the following instructions:

“The feedback you provide will remain anonymous. Do not put your name on the evaluation. Upon completion, please place the evaluation in the provided envelope, seal and deliver to the program administrative assistant. The evaluations will be compiled into a summary report. This summary report will be given to the course faculty.” (see **Appendix O**)

The procedure for doing in-class evaluations includes:

- a. Designate a student to distribute and collect all hard copies of the evaluation.
- b. Place completed evaluations in a plain manila envelope with the course name on the envelope.
- c. Give these evaluations to the administrative assistant.

Faculty will provide participant assessment/evaluation using the *Creighton Competency Evaluation Instrument (CCEI)*.

<https://nursing.creighton.edu/academics/competency-evaluation-instrument/training>

**Evaluation:** A broad term for appraising data or placing a value on data gathered through one or more measurements. It involves rendering a judgement including strengths, and weaknesses. Evaluation measures quality and productivity against a standard of performance.

**Formative Assessment:** Assessment wherein the facilitator’s focus is on the participants’ progress toward goal attainment; a process for an individual or group engaged in a simulation activity for the purpose of constructive feedback for that individual or group to improve.

**Summative Evaluation:** Information provided by a facilitator regarding aspects of performance that are associated with the assignment of a grade, demonstration of competency, merit pay, promotion, or certification. It usually involves setting of expectations and standards; systematically gathering, analyzing, and interpreting evidence; and using resulting information to document, explain, or improve performance.

**High-Stakes Evaluation:** An evaluation process associated with a simulation activity that has a major academic, educational, or employment consequence (such as a grading decision, including pass or fail implications; a decision regarding competency, merit pay, promotion, or certification) High Stakes refers to the outcome or consequences of the process.

(Source: *Standards of Best Practice: Simulation Standard I: Terminology, 2013*)

## STUDENT RECORDS

A system of official nursing specific records and reports are maintained per Berea College policy. Provisions shall be made for the security and protection of records against loss and unauthorized distribution or use. The system shall include records of all currently enrolled students’ academic records including clinical evaluation tools. Student records must be kept for 5 years. At semester end, each faculty member is responsible for forwarding academic records to the Administrative Assistant for filing. Students’ criminal background, drug screens, clinical requirements, and

immunizations are secured in a password-protected site with CastleBranch. The Chair, Administrative Assistant, and designated faculty have access.

## TEACHING ASSISTANT (TA) LABOR POSITIONS

Through the college labor program, the nursing department is allotted five regular ten-hour teaching assistant positions and one administrative assistant ten-hour position. Criteria for teaching assistant positions:

1. Junior or senior level nursing students
2. B or better in NUR 225 and a B or better NUR 226 at midterm.
3. Faculty ranking on: honesty, dependability, ability to communicate effectively via written and verbal means, clinical performance, ability to work with minimal supervision, ability to manage conflict and ability to maintain confidentiality
4. Faculty and TA recommendations
5. Interview by supervisor, the Nursing Clinical Skills Laboratory Coordinator (NCSLC)

Each year near the end of the spring semester nursing students are notified of the call for applications. Applications are initially reviewed by the NCSLC who also interviews each applicant. Applications and data from interviews are presented to faculty who rank each applicant on the criteria in #3 above. Based on these data, faculty selects applicants for the TA positions. Beginning the fall of the next academic year, new TAs receive orientation from the NCSLC.

## TESTING & GRADING POLICY

Per the Kentucky Board of Nursing "External examination" means a standardized or norm-referenced examination that is designed to compare and rank test takers in relation to one another and is not produced by the program of nursing. **(1)** External examinations may be used to assist in the remediation of a student or as a part of the final course grade. **(2)** A program of nursing shall not use an external examination as the sole basis to determine a student's progression or graduation. **(3)** A curriculum change that includes the implementation of an external examination shall include consideration of multiple evaluation criteria and shall not be based solely on external examination test results. **(4)** A program of nursing that utilizes external examinations as a component of student remediation shall ensure that completion of remediation occurs within the same semester or quarter. **(5)** The academic progression policy of the program of nursing and course syllabi shall clearly outline the role of an external examination, including the frequency of and schedule for the testing, and the weight to be applied to results when calculating the final course grade. A course syllabus that references an external examination shall include information needed to calculate the impact of test results in any given external examination on the final course grade. If a course syllabus requires a specific average test score on all exams as a condition for passing the course, student results on external exams shall be excluded from that calculation. **(6)** A program of nursing shall not require students who have completed all requirements for graduation to earn a specific score or benchmark on an external examination as a condition for graduation or for placing the student's name on the Certified List of Kentucky Program of Nursing Graduates pursuant to 201 KAR 20:070. <https://apps.legislature.ky.gov/law/kar/titles/201/020/320/>

Eighty percent (80%) of any NUR course grade will be based on measures of teacher-developed objective, individualized testing scores (quizzes and exams). When developing course exams, faculty will require one question per page with sequential viewing. All course competencies are considered pass/fail or complete/incomplete. All test content will be evaluated for currency. The faculty will perform a test item analysis after each exam and will use the results for test and course improvements. Each faculty will administer three to five course-specific exams spread throughout the semester. Each exam will consist of a minimum of 50 NCLEX style questions.

All students must achieve a minimum 77% of the rounded-up test grade average (80% course grade) before other measures of assessment are included. If the student fails to achieve the minimum 77% test average, the final course grade will be calculated based on the test score average.

The remaining twenty percent (20%) of any NUR course grade will come from other measures of assessment of student learning. The 20% may include external examinations and other assignments. HESI-NG exams are worth 5% of the remaining 20% of the course grade. HESI-NG exam remediation is required. HESI-NG exam conversion score plus completed individual remediation of all essential packets and case studies are required to obtain the HESI-NG grade. Remediation is due no later than the last day of classes. Failure to complete all required remediation will result in zero HESI-NG grade.

Course exams and quizzes, when possible, are given in the NCLEX style, i.e., computer based, room setting with a real or virtual proctor and a “lockdown” browser. Students who score less than a C (77% on any exam) must initiate and schedule a meeting with the faculty member to complete a comprehensive test review and develop test-taking, study or coping strategies that may help.

Failure of students to remediate exams with faculty will result in submission of Notification of Failure to Remediate Tests with Grades Less than 77% added to student file. See **Appendix L**  
 Implemented Fall 2015; Revised 8/15/18; Revised 5/09/19; Revised July 27, 2021; Revised May 11, 2022

### Test Review and Grading Partners

Each course will have two faculty members assigned for test preparation and item analysis. The primary faculty member retains responsibility for preparing exams, reviewing the item analysis and assigning test grades. The purpose of the secondary reviewer is consultation related to readability, accuracy, level of difficulty, and item analysis. Faculty partners will review exam questions in which over 50% of class missed, or in which students raised questions or concerns about. While not required, the primary faculty member is encouraged to consult with the secondary reviewer (or other faculty member) on any failing assignments. In the event of illness or extraneous circumstances, having a secondary reviewer may be waived. Developed Curriculum Meeting May 9, 2022. Approved Curriculum Meeting May 11, 2022.

Test Review and Grading Partners for AY 2022-23					
Course -Fall	FALL-Primary	Fall -secondary	Course-Spring	Spring	Spring
<b>NUR201</b>	Linda	Chidi	<b>BIO207</b>	Lori	Carol
<b>NUR225</b>	Linda	Chidi	<b>NUR226</b>	Linda	Chidi
<b>NUR301</b>	Carol	Lori	<b>NUR230</b>	Carol	Lori
<b>NUR351</b>	Sooksai	Lisa	<b>NUR352</b>	Monica	Lisa
<b>NUR400</b>	Lori	Monica	<b>NUR350</b>	Lori	Monica
<b>NUR448</b>	Lisa	Monica	<b>NUR355</b>	Dianna	Lisa
			<b>NUR449</b>	Lisa	Monica
			<b>NUR450</b>	Monica	Carol

## APPENDIX A

### Berea College Department of Nursing

Mission, Vision, Goals, Student Learning Outcomes Revised FAC ORG 08/17/21

**Mission:** In keeping with the learning goals articulated in *Being and Becoming Berea College in the 21<sup>st</sup> Century* and the Great Commitments of Berea College, the mission of the Baccalaureate Nursing Dept. is to prepare students with great promise and limited economic resources from Appalachia and beyond for professional nursing in a changing practice environment. The Department prepares students as leaders, lifelong learners and advocates for health, providing a strong foundation for graduate study in nursing.

BC Common Learning Goals <i>Being &amp; Becoming</i>	Division I Goals	Program Goals	Student Learning Outcomes (Competencies)	Concept	AACN	QSEN
1. Develop the critical intellectual ability to address complex problems from multiple perspectives and nurture moral growth with a commitment to service;	1. Teach Students To Be Innovative Problem Solvers	1. Prepare graduates for professional nursing practice in a changing healthcare environment (BCLG 1, 2, 4), (D 1-3, 5)	1a. Ninety-percent (90%) of students will successfully manage care for a group of patients that approximates a Graduate Nurse generalist's workload.	1-10	II - IX	1-6
			1b. Ninety-percent (90%) of students will deliver compassionate patient-centered, evidenced-based nursing care that respects patient and family-care practices.	1-10	I-IX	1-6
	2. Practice Inter-disciplinarity	2. Prepare graduates for community engagement and health advocacy for Appalachia & beyond. (BCLG 3; D 2, 4, 5)	1d. Graduating senior respondents will rate "acquiring knowledge and skills needed for a career" at a mean of $\geq 4.0$ on scale of 5 on College Outcomes Survey to Graduating Seniors (COSGS).	1-10	I-IX	1,2, 3,4
			2. Ninety-percent (90%) of students engage in community projects & health advocacy, focused on health promotion & disease prevention across the lifespan.	1, 2, 3, 4, 5, 6, 10	I, II, IV-IX	1, 2, 3, 6
2. Understand the relationship between humans and the natural world and consider both the benefits and limitations of science and technology;	3. Use Research-Based High-Impact Practices	3. Prepare graduates for lifelong learning, graduate study &/or leadership positions in nursing. (BCLG 4) (D 1, 5)	3a. Graduating senior respondents will rate "Build a framework to organize my learning..." at mean of $\geq 4.0$ on 5 scale on COSGS.	1,3,4, 6, 9	I, II, III, VI, VIII, IX	2, 3
			3b. Graduating senior respondents will rate "Become more independent self-directed learner" at mean of $\geq 4.0$ on 5 scale on COSGS.	Faculty approved 1/11/16; Revised 8/15/16; 9/28/16; 3/24/17; 9/06/18 3d deleted FAC ORG 08/17/21		
3. Explore our individual roots and our shared American culture and know and respect cultures from around the world;	4. Emphasize Sustainability		3c. Graduating senior respondents will rate "Develop leadership skills" at mean of $\geq 4.0$ on 5 scale on COSGS.			
4. Educate students, faculty, and staff to be creative, independent thinkers and encourage collaboration and teamwork in learning and working.	5. Commit to College's Great Commitments					



## Curricular Concepts

The following ten concepts are threaded throughout the curriculum in nursing courses.

1. Liberal education,
2. Patient centered care,
3. Professionalism,
4. Leadership & health policy,
5. Informatics & technology,
6. Interprofessional communication & collaboration,
7. Safety,
8. Quality improvement,
9. Evidence based practice,
10. Health promotion & disease prevention

**APPENDIX B**  
**Berea College Department of Nursing**  
**Curriculum Plan 4-Year 2022-2023 (8 31 22)**

*This is a tentative plan that may be adjusted based on the student's individual situation.*

<b>Fall Term (4.5 credits)</b>	<b>Spring Term (4.5 credits)</b>	<b>Summer I (1 – 1.5 credits)</b>	<b>Summer II (1.5 – 2 credits)</b>
<b>GSTR 110 (1)</b> Writing I <b>WEL 101 (.5)</b> Principles of Wellness I <b>PSY 100 (1)</b> General Psychology - <b>Meets Practical Reasoning &amp; Social Science Perspective credits</b>  <b>Perspective (1) or NUR 110 (1)</b> Certified Nurse Aide Preparation  <b>Perspective (1)</b>	<b>GSTR 210 (1)</b> Writing II <b>BIO 201 (1)</b> Human Anatomy & Physiology I <b>CHM 113 (1)</b> Allied Health Chemistry - <b>Meets partial GSTR 332 credit</b>  <b>WEL 102 (.5)</b> Principles of Wellness II <b>Perspective (1) or NUR 110 (1)</b> Certified Nurse Aide Preparation	<b>Perspective (1) required</b>	Perspective (1) (optional)
<b>Fall Term (4.5 credits)</b>	<b>Spring Term (4.5 credits)</b>	<b>Summer I (1 – 1.5 credits)</b>	<b>Summer II (1.5-2 credits)</b>
<b>BIO 202 (1)</b> Human Anatomy & Physiology II - <b>Meets partial GSTR 332 credit</b>  <b>GSTR 310 (1)</b> Understandings of Christianity <b>NUR 201</b> Introduction to Nursing Profession (.5)  <b>NUR 225 (1)</b> Essentials of Nursing Practice I  <b>BIO 222 (1)</b> Microbiology	<b>BIO 207 (1)</b> Pathophysiology <b>NUR 226 (1.5)</b> Essentials of Nursing Practice II; Meets Active Learning Experience  <b>NUR 230 (1)</b> Pharmacology <b>CFS 221 (1)</b> Fundamentals of Nutrition	<b>Travel Abroad Experience (optional)</b>  <b>Course outside major (1) (required)</b>	<b>Travel Abroad Experience (optional)</b>  <b>Perspective (1) (optional)</b>
<b>Fall Term (4.25 credits)</b>	<b>Spring Term (4.25 credits)</b>	<b>Summer I (1 – 1.5 credits)</b>	<b>Summer II (1.5-2 credits)</b>
<b>NUR 301 (1)</b> Maternity and Women's Health <b>NUR 351 (1)</b> Mental Health Nursing <b>MAT 104</b> Intro to Statistics – <b>meets PRQ requirement (1)</b>  <b>Perspective (1)</b> <b>HHP (.25)</b>	<b>NUR 352 (.5)</b> Nursing Research <b>NUR 350 (1.5)</b> Adult Health Nursing I <b>NUR 355 (1)</b> Pediatric Nursing <b>Perspective (1)</b> <b>HHP (.25)</b>	<b>Nursing Internship (optional)</b>	<b>Nursing Internship (optional)</b>
<b>Fall Term (4.5 credits)</b>	<b>Spring Term (3 credits)</b>		
<b>NUR 400 (1.5)</b> Adult Health Nursing II <b>NUR 448 (1)</b> Community Health Nursing <b>GSTR 410 (1)</b> <b>Perspective (1)</b>	<b>NUR 449 (1)</b> Nursing Leadership and Management <b>NUR 450 (2)</b> Synthesis and Complex Nursing Care		

NUR: 15.5 credits

Outside Major: 20 credits

Minimum credits for graduation 35.5 credits

Includes 6 required perspectives & Practical Reasoning Quantitative Perspective MAT 104

PSY 100 meets Practical Reasoning Perspective and Social Science Perspective

**Appendix C**  
 Berea College Department of Nursing  
 Five-year Curriculum Guide  
 2022-2023 (as of 8 31 22)

*This is a tentative plan that may be adjusted based on the student's individual situation.*

<b>Fall Term (3.5 Credits)</b>	<b>Spring Term (3.5 Credits)</b>	<b>May Term (1-1.25 Credits)</b>	<b>Summer Term (1-2.25 Credits)</b>
MAT 011 (1) not counted toward GPA or Perspective (1) NUR 110 (1) Certified Nurse Aid Preparation or Perspective (1) GSTR 110 (1) Writing I WEL 101 (.5) Principles of Wellness I	MAT 012 (1) or Perspective (1) NUR 110 (1) Certified Nurse Aide Preparation or Perspective (1) GSTR 210 (1) Writing II WEL 102 (.5) Principles of Wellness II	<b>Perspective (1) Required</b> HHP (.25) Optional	Perspective (1) Optional Perspective (1) Optional HHP (.25) Optional
<b>Fall Term (3.25 Credits)</b>	<b>Spring Term (3.25 Credits)</b>	<b>May Term (1-1.25 Credits)</b>	<b>Summer Term (1-2.25 Credits)</b>
GSTR 310 (1)- Writing Seminar III PSY 100 (1) General Psychology - <b>Meets Practical Reasoning (PR) &amp; Social Science Perspective credits</b> CFS 221 (1)- Fundamentals of Nutrition HHP (0.25)	BIO 201 (1)- Anatomy and Physiology I CHM 113 (1) -Allied Health Chemistry - <b>Meets partial GSTR 332 credit</b> Perspective (1) or MAT 104 (1) HHP (0.25)	Perspective (1) Optional	Perspective (1) Optional Perspective (1) Optional
<b>Fall Term (3.5 Credits)</b>	<b>Spring Term (3.5 Credits)</b>	<b>May Term (1-1.25 Credits)</b>	<b>Summer Term (1-2.25 Credits)</b>
NUR 201 (.5)- Intro to the Nursing Profession NUR 225 (1) Essentials of Nursing practice BIO 222 (1)- Microbiology BIO 202 (1)- Human Anatomy and Physiology II- <b>Meets partial GSTR 332</b>	BIO 207 (1)- Pathophysiology NUR 226 (1.5) Essentials of Nursing Practice II- <b>Meets Active Learning Experience Requirement</b> NUR 230 (1)- Pharmacology	Travel Abroad Experience Optional Perspective (1) Optional	Travel Abroad Experience Optional Perspective (1) Optional
<b>Fall Term (3.00 Credits)</b>	<b>Spring Term (4 Credits)</b>	<b>May Term (1-1.25 Credits)</b>	<b>Summer Term (1-2.25 Credits)</b>
NUR 301 (1)- Maternity and Women's Health NUR 351 (1)- Mental Health Nursing MAT 104 (1) Intro to Statistics- <b>Meets Practical Reasoning Quantitative (PRQ)</b>	NUR 350 (1.5)- Adult Health Nursing I NUR 352 (.5)- Nursing Research NUR 355 (1)- Pediatric Nursing Perspective (1)	Nursing Internship Optional Perspective (1) Optional	Nursing Internship Optional Perspective (1) Optional
<b>Fall Term (4.5 Credits)</b>	<b>Spring Term (3 Credits)</b>		
NUR 400 (1.5)- Adult Health Nursing II NUR 448 (1) Community Health Nursing GSTR 410 (1) Sem-Contemporary Global Issues Perspective (1)	NUR 449 (1)- Nursing Leadership and Management NUR 450 (2)- Synthesis and Complex Nursing Care		

Nursing Credits: 15.5 Credits;

Credits Outside Major: 20

Minimum Credits for Graduation: 35.5

Includes 6 required perspectives & Practical Reasoning Quantitative Perspective MAT 104

PSY 100 meets Practical Reasoning Perspective and Social Science Perspective

**Appendix D**  
**Berea College Department of Nursing**  
**Alumni-Student Mentoring: Achieving Excellence in Nursing for Appalachia and Beyond**

Nursing students from historically underrepresented ethnic minorities and disadvantaged background (HUREM-DB) groups often face barriers such as a lack of consistent financial resources, fewer professional role models, bias, and micro-inequities. Utilizing a multifaceted approach for support can be crucial to enhancing student success (Johnson, 2020, p.23). One such approach for supporting our nursing students is this mentoring program.

**What is the purpose of the Nursing Alumni-Student Mentoring Program?**

At Berea College nursing faculty believes that matching currently enrolled nursing students with alumni mentors will be a mutually beneficial relationship for career advising, networking, enhancing communication skills and developing the professional nurse role.

**What is the length of the commitment?**

This program typically involves a one-year commitment from the time of the initial contact between a nursing student and alumni mentor to three months after graduation depending on whether the student is enrolled in junior or senior courses.

**What are the expectations of the time commitment?**

Monthly communication via a method mutually agreed upon between the student and mentor. The methods may include: text, telephone call, and/or virtual meetings (COVID-19 campus restrictions).

**Goals of the Alumni Student Mentoring Program:**

1. Explore career choices in nursing.
2. Practice professional communication skills with nursing alumni.
3. Discuss networking and how it may enhance collegial relationships.
4. Explain role expectations of the professional registered nurse.
5. Discuss practice issues relevant to the professional registered nurse.

**Who do I contact if I have questions?**

Monica Kennison, Nursing Chair [kennisonm@berea.edu](mailto:kennisonm@berea.edu)

Lisa Turner, Associate Professor [turnerli@berea.edu](mailto:turnerli@berea.edu)

Wayla Todd, Administrative Assistant [toddw@berea.edu](mailto:toddw@berea.edu)

Dale Barlow, Alumni liaison

**What is a mentor?**

The concept of a mentor is familiar in the world of business, but more foreign to nursing. Mentors do more than teach skills; they facilitate new learning experiences, help nurses and nursing students make career decisions, and introduce them to networks of colleagues who can provide new professional challenges and opportunities. Mentors are interactive sounding boards who help mentees make decisions. They are self-aware, inspirational and masters at professional communication and team-building. Mentors have told us they find fulfillment and joy in engaging with their mentees in their journey to become a nurse.

**Mentees**

Mentees will become successful in their roles more quickly when they listen actively to feedback and ideas and are willing to soak up as much learning as possible. Mentors are a rich source of knowledge—they’ve been there, done that, and learned the critical pieces to perform successfully. Thus, mentees can gain a tremendous amount from an effective mentoring relationship. Successful mentoring relationships are built upon trust, openness to self-disclosure, affirmation, and willingness and skill in giving and receiving feedback. Mentoring involves a significant expenditure of time and energy on the part of the mentor and especially the mentee. Living up to promises and commitments to each other is extremely important to the relationship. Mentees learn to achieve a balance between their own independence and reliance on the mentor. Over time, the independence will most likely dominate, and the relationship will change. After experiencing an effective mentoring relationship, mentees often feel refueled and inspired to make a difference in their practice (Hnatiuk, 2013).

Other benefits of mentoring for the mentee include:

- Increased self-confidence
- Enhanced leadership skills
- Accelerated acclimation to the culture of the unit/facility
- Advancement opportunities
- Enhanced communication skills, especially with the interdisciplinary team □ Reduced stress
- Improved networking ability (Hnatiuk, 2013).

Table 1. Attributes Needed for a Successful Mentoring Relationship (Allred & Sakowicz, 2019)

<b>Mentor Attributes</b>	<b>Mentee Attributes</b>
Commitment to support another	Commitment to relationship
Respectful and liking of self	Respectful and liking of self
Honesty, compassion, respect, belief in others’ capabilities	Honesty, compassion, respect of others
Personal/professional ethics	Personal/professional ethics
Energy, creativity, vision	Energy and creativity
Professional expertise and networks, competence	Motivation to take initiative
Passion/goals for career	Passion/goals for career
Challenging, yet realistic	Realistic expectations/initiative
Ability to bring out the best in people; provide a vision	Follow-through on decisions
Teaching and counseling skills	Ability to create a vision
Flexible, open, available	Strong self-identity
Leadership/critical thinking skills	Willing to learn
Approachable, open to mutuality	Flexible/open to receive help
Effective interpersonal skills	Willing to learn critical thinking
Communication skills	Approachable, open to mutuality
Storyteller/story listener	Improve interpersonal skills
	Communication skills

**Talking points:**

- Tell me about your nursing career.
- What helped you be successful?

- What do you see as the pros and cons of nursing?
- What guidelines would you have for selecting my first nursing job?
- What can I expect when I start working as a new graduate nurse?
- What job opportunities or internships do you recommend?

### References

- Allred, K., & Sakowicz, K (2019). Engaging alumni as mentors for nursing students. *Nurse Educator*, 44(1), 5-6.
- Hoover, J., Koon, A.D., Rosser, E.N. *et al.* (2020). Mentoring the working nurse: a scoping review. *Human Resource Health* 18(20), 52. <https://doi.org/10.1186/s12960-020-00491-x>
- Johnson, T., T.M., Bryant, A., Brooks, J., Santos, H., Jenerette, C., Lynn, M., & Rodgers, S. (2020) Utilizing courageous dialogue to support minority and disadvantaged background nursing students. *Journal of Professional Nursing*. 36, 23-27. <https://doi.org/10.106/j.profnurs.2019.06.009>

**Appendix E**  
**Berea College Department of Nursing**  
**NCLEX-RN Test Plan Self-Assessment Worksheet**

Please evaluate your knowledge level of each topic using the following Likert scale:

Safe and Effective Care Environment  
Management of Care

	0	1	2	3	4	5
	None	Little	Below Average	Average	Above Average	High
Advance Directives						
Advocacy						
Assignment, Delegation, Supervision						
Case Management						
Client Rights						
Interdisciplinary Team Collaboration						
Concepts of Management						
Confidentiality/Information Security						
Continuity of Care						
Establishing Priorities						
Ethical Practice						
Informed Consent						
Information Technology						
Legal rights and Responsibilities						
Performance Improvement/Quality Improvement						
Referrals						

Safety and Infection Control

	0	1	2	3	4	5
	None	Little	Below Average	Average	Above Average	High
Accident/Injury/Error Protection						
Emergency Response Plan						
Ergonomic Principles						
Handling Hazardous/Infectious Materials						
Home Safety						
Reporting of Incident/Event/Irregular Occurrence						
Safe Use of Equipment						
Security Plan						
Standard Precautions/Transmission-Based Precautions/Surgical Asepsis						
Use of Restraints/Safety Devices						



### Health Promotion and Maintenance

	0	1	2	3	4	5
	None	Little	Below Average	Average	Above Average	High
Aging Process						
Ante/Intra/Postpartum/Newborn Care						
Developmental Stages and Transitions						
Health Promotion/Disease Prevention						
Health Screening						
High Risk Behaviors						
Lifestyle Choices						
Self-Care						
Techniques of Physical Assessment						

### Psychosocial Integrity

	0	1	2	3	4	5
	None	Little	Below Average	Average	Above Average	High
Abuse/Neglect						
Behavior Interventions						
Chemical and Other Dependencies/Substance Use Disorder						
Coping Mechanisms						
Crisis Intervention						
Cultural Awareness/Cultural Influences on Health						
End of Life Care						
Family Dynamics						
Grief and Loss						
Mental Health Concepts						
Religious/Spiritual Influences on Health						
Sensory Perceptual Alterations						
Stress Management						
Support Systems						
Therapeutic Communication						
Therapeutic Environment						

### Physiological Integrity Basic Care and Comfort

	0	1	2	3	4	5
	None	Little	Below Average	Average	Above Average	High
Assistive Devices						
Elimination						
Mobility/Immobility						
Non-Pharmacological Comfort Interventions						
Nutrition and Oral Hydration						
Personal Hygiene						

Rest and Sleep						
----------------	--	--	--	--	--	--

### Pharmacological and Parenteral Therapies

	0	1	2	3	4	5
	None	Little	Below Average	Average	Above Average	High
Adverse Effects/Contraindications/Side Effects/Interactions						
Blood and Blood Products						
Central Venous Access Devices						
Dosage Calculation						
Expected Actions/Outcomes						
Medication Administration						
Parenteral/Intravenous Therapies						
Pharmacological Pain Management						
Total Parenteral Nutrition						

### Reduction of Risk Potential

	0	1	2	3	4	5
	None	Little	Below Average	Average	Above Average	High
Changes/Abnormalities in Vital Signs						
Diagnostic Tests						
Laboratory Values						
Potential for Alterations in Body Systems						
Potential for Complications of Diagnostic Tests/Treatments/Procedures						
Potential for Complications from Surgical Procedures and Health Alterations						
System Specific Assessments						
Therapeutic Procedures						

### Physiological Adaptation

	0	1	2	3	4	5
	None	Little	Below Average	Average	Above Average	High
Alterations in Body Systems						
Fluid and Electrolyte Imbalances						
Hemodynamics						
Illness Management						
Medical Emergencies						
Pathophysiology						
Unexpected Response to Therapies						

**Appendix F**  
**Berea College Department of Nursing**  
**Criteria for New Clinical Agency**

**Criteria Used to Ascertain Appropriateness of New Clinical Agency**

Potential Site:

Course(s) anticipating use of clinical agency:

Contact information at site:

Accrediting body:

Accreditation date:

Unit(s) intended to be used in this facility:

List of agency clinical requirements including, but not limited to validation of: influenza, immunizations, criminal background, child abuse, drug screen, CPR, HIPPA, OSHA.

How does agency require validation of these requirements?

How many students can be accommodated on the unit(s):

Is there conference space:

Orientation required for faculty/students:

Average census on this unit:

Driving time from Berea:

Does the unit(s) have sufficient learning experiences to allow students to meet clinical learning objectives?

Does this site participate in Bluegrass Planning?

Comments:

**Appendix G**  
**Berea College Department of Nursing**

**Clinical Evaluation Tool Template**  
NUR XXX: Title

Name of Student \_\_\_\_\_ Student ID # \_\_\_\_\_ Semester/Year \_\_\_\_\_

Agencies and Sites: \_\_\_\_\_ Absences \_\_\_\_\_

Guidelines for Clinical Grading: All clinical performance criteria must be satisfactorily met in order to receive a satisfactory grade at mid-term and at the end of the clinical experience.

Satisfactory (S) - Demonstrates all of the following behaviors:

Competent in performance at the level of a [fill in semester and level] nursing student. Shows appropriate level of independence while providing client care. Demonstrates satisfactory progress in meeting Clinical Performance Criteria as evidenced by performance and written work. By the end of the course satisfactorily meets all Clinical Performance Criteria and Student Learning Outcomes. Is prepared for clinical experiences, follows instructions, and performs safely at all times.

Unsatisfactory (U) - Demonstrates one or more of the following behaviors:

Unable to show competence at the level of a [fill in semester and level] nursing student. Fails to demonstrate satisfactory performance meeting one or more Clinical Performance Criteria as evidenced by performance and/or written work. Lacks appropriate level of independence while providing client care. Is ill-prepared, fails to follow instructions and/or perform safely.

Note: Endangering client safety (physical or psychological) by not performing at the level of a reasonably prudent student may constitute grounds for dismissal from the Nursing Program at any point in the semester.

The following table includes the NUR XXX Student Learning Outcomes and Clinical Performance Criteria for each outcome. By the end of the course students must satisfactorily meet all Student Learning Outcomes.

1: [These are the same as the Student Learning Outcomes for the course derived from the 10 curricular concepts.]

<b>PERFORMANCE CRITERIA:</b> The student will:	<b>Date</b>	<b>Mid-Term Date</b>	<b>Final Date</b>
1. [These Performance Criteria are course-specific.]	S U	S U	S U
2.	S U	S U	S U

Comments:

2:

<b>PERFORMANCE CRITERIA:</b> The student will:	<b>Date</b>	<b>Mid-Term Date</b>	<b>Final Date</b>
1.	S U	S U	S U
2.	S U	S U	S U

Comments:

3.

<b>PERFORMANCE CRITERIA:</b> The student will:	<b>Date</b>	<b>Mid-Term Date</b>	<b>Final Date</b>
1.	S U	S U	S U
2.	S U	S U	S U

Comments:

**MID-TERM CLINICAL GRADE/EVALUATION:**

**SUMMARY/COMMENTS:** The student has/has not made satisfactory progress in meeting clinical performance criteria and course objectives. If the student is not making satisfactory progress, specify the student learning outcome and criteria not being met.

See attached Unsatisfactory Clinical Evaluation Form (if applicable)

FACULTY: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

**FINAL CLINICAL GRADE/EVALUATION**

**SUMMARY/COMMENTS:**

See attached Unsatisfactory Clinical Evaluation Form (if applicable)

FACULTY: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

**Appendix H**  
**Berea College Department of Nursing**  
**SAMPLE**  
**Clinical Learning Contract**

**The purpose of this Clinical Learning Contract is to validate unsatisfactory clinical behaviors and develop a plan for improvement. This is to be used for any student receiving an unsatisfactory on the Clinical Evaluation Tool.**

**Student Name:** \_\_\_\_\_ **Course:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Course Specific Outcome #1** Demonstrate self-care, professionalism, accountability, and beginning competence when providing care for adult patients

**Criteria #3** Adhere to Nursing department policies and procedures

**Course Specific Outcome #2** Describe the ethical and legal issues of professional nursing

**Criteria #1** Maintain confidentiality of all clinical information

**Criteria #3** Identify legal issues encountered in the clinical setting

**Summary of Unsatisfactory Behaviors:**

**Expected Student Performance Criteria with time frame for Completion:**

**Satisfactorily met all objectives for this course:**

**Consequences for failing to perform expected criteria:**

**Student comments:**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

Witness Signature \_\_\_\_\_ Date \_\_\_\_\_

**Appendix I**  
**Berea College Department of Nursing**  
**Course Syllabus Template**

**NUR XXX Course Title**  
**SYLLABUS**  
**Term Year**

**TITLE:** NUR XXX (Course Name)

**CREDITS:**

**PLACEMENT:** Term Level (Fall Junior Level)

**PREREQUISITE:** (List all)

**TIME:**

**PLACE:**

**Course Faculty:**

Faculty Name and credentials, Title

Office: Margaret A. Cargill Natural Sciences & Health Building, room XXX

Phone: 859 985 XXXX

Office Hours: Specify

**Course Goal:**

**Course Description:**

**Student Learning Outcomes:**

Upon the completion of the course the student will be able to:

**Required Textbooks and Other Materials:**

**Recommended Textbooks:**

**Teaching/Learning Methods:**

**Evaluation Methods:**



**Evaluation of Final Grade:**

<b>TESTING ASSIGNMENTS (80% course grade)</b> <b>List these</b>
<b>NON-TESTING ASSIGNMENTS (20% Course grade)</b> <b>List these</b>

**Berea College Nursing Program Testing and Grading Policy:** Copy/paste policy from Student Handbook or reference it

**HESI Remediation Policy:** Copy/paste policy from Student Handbook or reference it  
**Grading:**

**Nursing Grading Scale**

92-100	A
83-91	B
77-82	C
70-76	D
<70	F

**Attendance:**

**Use of Moodle:**

**Classroom Laptop and Cell Phone Policy:** Copy/paste from Student Handbook or reference it

**Disability Statement:** Include statement or link to Berea College Disability Policy and Procedures

**Weekly Topical Outline:**

**Rubrics for Non-Testing Assignment**

**Appendix J**  
**Berea College Department of Nursing**  
**Notification of Failure to Comply**

Failure to Comply with Clinical Requirements in CastleBranch [Begins Dec. 1, 2022; for Fall 2022 previous policy applies]  
 Revised Curriculum Committee, May 11, 2022; Approved Curriculum Committee May 12, 2022.

Student Name: \_\_\_\_\_

As you are aware, the Nursing Department requires that “All students must submit to [mycb.castlebranch.com](http://mycb.castlebranch.com) evidence of compliance with immunization requirements, screenings, cardiopulmonary resuscitation (CPR) training, insurance, and background checks.

**NUR 110** [Certified Nurse Aide Preparation] – Must meet the requirements of the clinical agency for the course, minimally: American Heart Association Health Care Provider CPR certification, KY Board of Nursing Abuse Registry, TB skin test, influenza vaccine (fall semester), and Hepatitis B series. Students progressing to NUR 226 and all clinical nursing courses thereafter, must meet the additional clinical

Your success in the nursing department is important to all of us and the faculty are committed to assisting you in this process. This letter constitutes written notification of failure to comply with this requirement and a copy will be submitted to the Nursing Department Chair with the original placed in your nursing department academic file.

Notification of Unsatisfactory (Clinical day)	Consequence/Course/Dates	Signatures/Dates
1 <sup>st</sup> day of the course based on college academic calendar	(U) unsatisfactory clinical day on (insert date/course).	<div style="display: flex; justify-content: space-between; width: 100%;"> <span>_____</span> <span>_____</span> </div>
		<div style="display: flex; justify-content: space-between; width: 100%;"> <span>Student Signature</span> <span>Date</span> </div> <hr style="border: 1px solid black;"/> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>_____</span> <span>_____</span> </div>
1 week after the first day of classes	(U) unsatisfactory clinical day on (insert date/course).	<div style="display: flex; justify-content: space-between; width: 100%;"> <span>_____</span> <span>_____</span> </div>
		<div style="display: flex; justify-content: space-between; width: 100%;"> <span>Student Signature</span> <span>Date</span> </div> <hr style="border: 1px solid black;"/> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>_____</span> <span>_____</span> </div>
2 weeks after the first day of classes	(U) unsatisfactory clinical day on (insert date/course). Clinical failure and course failure.	<div style="display: flex; justify-content: space-between; width: 100%;"> <span>_____</span> <span>_____</span> </div>
		<div style="display: flex; justify-content: space-between; width: 100%;"> <span>Student Signature</span> <span>Date</span> </div> <hr style="border: 1px solid black;"/> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>_____</span> <span>_____</span> </div>
Other day		<div style="display: flex; justify-content: space-between; width: 100%;"> <span>_____</span> <span>_____</span> </div>
		<div style="display: flex; justify-content: space-between; width: 100%;"> <span>Student Signature</span> <span>Date</span> </div> <hr style="border: 1px solid black;"/> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>_____</span> <span>_____</span> </div>
		<div style="display: flex; justify-content: space-between; width: 100%;"> <span>_____</span> <span>_____</span> </div>
		<div style="display: flex; justify-content: space-between; width: 100%;"> <span>Faculty Signature</span> <span>Date</span> </div>

\*For those purchasing Berea College health insurance, a letter of verification on letterhead, signed by Director of Student Financial Aid Services, will suffice as verification and must be uploaded to CastleBranch by the first day of the course.

**Appendix L**  
**Berea College Department of Nursing**  
**Notification of Failure to**  
**Remediate Tests with Grades Less than 77%**

Student: \_\_\_\_\_

As you are aware, the Nursing Program testing policy states “All students must achieve a minimum 77% test grade average (80% course grade) before other measures of assessment are included. If the students fail to achieve the minimum 77% test average, the final course grade will be calculated based on the test score average.”

Any student who achieves less than 77% on any exam is required to meet with the faculty member one-on-one prior to the next scheduled exam. This mandatory meeting provides the student the opportunity for individual test analysis as well as recommendations for study strategies and test success. Your success in the nursing program is important to all of us and the faculty are committed to assisting you in this process. This letter constitutes written notification of failure to comply with this requirement and a copy will be submitted to your academic advisor with the original placed in your nursing program academic file.

Course	<input checked="" type="checkbox"/>	Offense Date	<input checked="" type="checkbox"/>	Comments (optional)
NUR 225				
NUR 226				
NUR 230				
NUR 301				
NUR 351				
NUR 352				
NUR 350				
NUR 355				
NUR 400				
NUR 448				
NUR 449				
NUR 450				

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Appendix M

DRIVER AUTHORIZATION APPLICATION

Department: \_\_\_\_\_ CPO: \_\_\_\_\_ Date Submitted: \_\_\_\_\_ Extension: \_\_\_\_\_
DRIVER AUTHORIZATION APPLICATION (APPLICATION MUST BE APPROVED PRIOR TO DRIVING)
REVISED: 04/02/2008

Return this form with a copy of your driver's license to Public Safety, Room 105 Woods-Penniman Building. Persons, who may, for any reason, need to drive a Berea College owned vehicle, or a vehicle leased or rented to conduct college business, regardless of their status as an employee (e.g. faculty, staff, etc.), student, student-employee, or volunteer, shall complete this form. COMPLETE THIS FORM EVEN IF IT IS ONLY A POSSIBILITY THAT THE AUTHORIZATION MAY BE NEEDED IN THE FUTURE. You will then be assured of your authorization should the need arise for you to drive. The information contained in this form will be kept confidential and will be used to determine applicants driving history. Carefully read this and provide the following information:

PERSONAL INFORMATION

(Please print and use ink only)

FIRST NAME: \_\_\_\_\_ MIDDLE INITIAL: \_\_\_\_\_ LAST NAME: \_\_\_\_\_

EMAIL ADDRESS: \_\_\_\_\_

ADDRESS ON DRIVER'S LICENSE-

STREET # OR P.O. BOX (INCLUDE APT. NUMBERS, ETC.): \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

DAYTIME PHONE # \_\_\_\_\_ BIRTH DATE: \_\_\_\_\_

COLLEGE STATUS (Please check one):

STUDENT: \_\_\_\_\_ FACULTY/STAFF: \_\_\_\_\_ VOLUNTEER: \_\_\_\_\_

LICENSE INFORMATION

LICENSE NUMBER: \_\_\_\_\_ EXPIRATION DATE: \_\_\_\_\_

ISSUED BY THE STATE OF: \_\_\_\_\_ DRIVER'S LICENSE CLASS/TYPE: \_\_\_\_\_

List driving violations, if any (excluding parking tickets), and describe any accidents in which you have been involved in the past three (3) years. If none, please indicate by stating "None".

AGREEMENT

I agree to abide by all laws and regulations pertaining to the operations of motor vehicles, as well as, Berea College policy and driving regulations. I agree to a check of my driving record for purposes of approval of this driver authorization. I also understand that my driving record will be checked at least annually to keep this information current. I understand that in the event of an accident while driving a college owned vehicle, I may be required to take and successfully pass a screening for alcohol and/or drugs. To the best of my knowledge, the information on this application is correct. I understand that any misrepresentation or falsification of information may be sufficient cause for rejection of motor vehicle driving privileges at Berea College. I understand that any negative change in the status of my driving record must be reported to the college within 10 days of the incident and may result in the revocation of the privilege of driving a College-owned vehicle.

SIGNATURE OF APPLICANT: \_\_\_\_\_ DATE: \_\_\_\_\_

(Please do not write below this line)

FOR OFFICE USE ONLY

APPROVED:   DENIED:

DATE SUBMITTED: \_\_\_\_\_ REVIEWED BY: \_\_\_\_\_

This form can be found in Public Folders, under Public Safety

**Appendix N**  
**Berea College Department of Nursing**  
**Simulation Debriefing Tool**

**Course and Student Learning Outcome:**

**Simulation Student Learning Objectives:**

- 1.
- 2.
- 3.
- 4.

<b>Reaction Phase</b>	<b>Understanding Phase</b>	<b>Summary Phase</b>

**Appendix O**  
**Berea College Department of Nursing**  
**Student Simulation Evaluation**

Instructions: The feedback you provide will remain anonymous. Do not put your name on the evaluation. Upon completion, please place the evaluation in the provided envelope, seal and deliver to the program administrative assistant. The evaluations will be compiled into a summary report. This summary report will be given to the course faculty.

**Please rate the following statements on the scale provided and explain answers on the back.**

<b>Curricular Concepts – Evaluation Criteria</b>	<b>Statement</b>	<b>NA</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Learning Objectives	The simulation learning objectives were clear to me.						
Learning Environment	I felt supported throughout this simulation experience.						
Debriefing	The feedback provided during debrief was learning objective driven.						
	The feedback provided during debrief incorporated evidence base practice.						
	I actively participated in the debriefing session.						
Simulation Fidelity	The scenario resembled a real-life situation.						
Leadership	This simulation improved my leadership skills.						
Professionalism	This simulation improved my level of professionalism.						
Critical Thinking Do we want to add clinical judgment? Mk1-18-22	I was challenged in my thinking and decision-making skills.						
Communication/Collaboration	I collaborated effectively with my peers during the simulation.						
Safety	This simulation improved my ability to provide safe nursing care.						
Informatics & Technology	The incorporation of information technology into the simulation improved my overall understanding of informatics & technology						
Patient Centered Care	This simulation improved my ability to provide basic care and comfort to a client.						
Health Promotion/Disease Prevention	This simulation provided an opportunity to implement health promotion disease prevention principles.						
Quality Improvement	This simulation improved my understanding of quality improvement.						

Describe the best or most useful parts of the simulation:

Describe the least useful parts of the simulation and how they could be improved to increase your overall satisfaction with the simulation as a learning experience.

**Appendix P**  
**Berea College Department of Nursing**  
**New Faculty Simulation Orientation Checklist**

	<b>Date Completed</b>
<b>Phase 1: Independent Review</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Nursing Faculty Handbook</a></li> </ul>	
<ul style="list-style-type: none"> <li>• Berea College Dept of Nursing Simulation Policy &amp; Procedure manual</li> </ul>	
<ul style="list-style-type: none"> <li>• Article: <a href="#">INACSL standards of best practice: Simulation Design</a></li> </ul>	Must read
<ul style="list-style-type: none"> <li>• Review Laerdal &amp; Gaumard How to videos.  <a href="https://www.gaumard.com/gaumard-videos">https://www.gaumard.com/gaumard-videos</a>  <a href="https://laerdal.com/us/support/how-to-videos/">https://laerdal.com/us/support/how-to-videos/</a></li> </ul>	Excellent
<b>Phase 2: Simulation Center Orientation</b>	
<ul style="list-style-type: none"> <li>• Tour and orientation of the simulation labs, control room and clinical skills lab with CHSOS</li> </ul>	
<ul style="list-style-type: none"> <li>• Orientation to Sim Man, Nursing Anne Simulator, Victoria and mid &amp; low fidelity manikins.</li> </ul>	
<ul style="list-style-type: none"> <li>• Observe a scheduled simulation experience with Simulation Manager, CHSE including, pre-briefing and de-briefing</li> </ul>	
<ul style="list-style-type: none"> <li>• Essentials in Clinical Simulations - 7 week course  <a href="http://www.coursera.org/learn/clinicalsimulations">www.coursera.org/learn/clinicalsimulations</a></li> </ul>	Recommend no cost
<b>Phase 3: Simulation Implementation</b>	
<ul style="list-style-type: none"> <li>• Initiate simulation planning meetings with Simulation faculty Manager &amp; Clinical Skills Simulation Manager. Schedule first simulation with support from CHSE and CHSOS.</li> </ul>	
<b>Additional Professional Development Opportunities to Consider</b>	
<ul style="list-style-type: none"> <li>• INACSL Conference</li> <li>• IMSH Conference (International Meeting for Simulation &amp; Healthcare)</li> <li>• Seek CHSE Certification</li> </ul>	
<b>KBN Regulations related to simulation</b>	
See Simulation Standards at <a href="https://apps.legislature.ky.gov/law/kar/201/020/320reg.pdf">https://apps.legislature.ky.gov/law/kar/201/020/320reg.pdf</a>	
<b>Quality Improvement Model</b>	
<ul style="list-style-type: none"> <li>• Plan-do-study-act  <a href="http://www.ihl.org/resources/Pages/Tools/PlanDoStudyActWorksheet.aspx">http://www.ihl.org/resources/Pages/Tools/PlanDoStudyActWorksheet.aspx</a></li> </ul>	



**Appendix Q**  
**Berea College Department of Nursing**  
**Simulation Code of Conduct – Standardized Patient – Standardized Patient**

- The Clinical Skills/Simulation Labs are to be treated like a REAL clinical environment.
- Products in the lab may contain LATEX. In addition to completing this form, please notify your faculty member AND lab staff if you have an allergy upon entering the lab.
- All simulations are for learning purposes only.
- Student performance during a simulation is not to be discussed outside of the course. Any discussion with, or any information that standardized patients receive from students must be kept confidential as well as any discussions you may hear between students, faculty or staff members. All documents, in print or online which are used in your role as a standardized patient are the property of Berea College and may not be copied or reproduced for any use beyond your work at Berea College. (GVSU, 2016)
- Standardized patients are to stay in character at all times when working with students, unless instructed differently by the Nursing Faculty/Staff, who will provide instructions on effective techniques for doing so. (GVSU, 2016)
- Every standardized patient event is unique and designed to meet the needs of a particular group of students. However, we do classify events in several different general categories which are defined below. (GVSU, 2016)
  - Interview Event - These standardized patient events are used by many programs to provide students with an opportunity to develop and / or practice communication skills and therapeutic techniques. These events may involve the students taking a health history, practicing motivational interviewing, or engaging in a counseling session. Often, if the objective of the event is to provide the students with practice obtaining a health history, the standardized patients are encouraged to share their own health and family histories. Standardized patients are never required to share any private information that they do not wish to share. (GVSU, 2016)
  - Physical Assessment Event - During these events students will practice the techniques and skills of physical assessment with or sometimes without taking a medical history. Students may practice completing a complete physical examination or just one or two elements of a physical assessment (such as an eye exam). Many of our events involve a patient ‘case’. For these events standardized patients are provided with and expected to memorize information related to the patient they

will be portraying. This will include health history information, medication history, surgical history, social history, sexual history, and details about any symptoms the case includes. During these events students will practice both history taking and physical examination skills. (GVSU, 2016)

- Sensitive Examinations - Sensitive examinations include all gynecological exams (pelvic exams), breast exams, male genitourinary exams, and rectal exams. These sensitive exams are **never** performed on our general Standardized Patients. (GVSU, 2016)
  
- By participating in a simulation you are acknowledging and agreeing to be recorded. Recorded video will be used for debriefing and educational purposes only.
  
- You will be required to complete an evaluation immediately following the simulation debriefing session.
  
- Food and drinks are prohibited in the lab.

**By signing this form, you agree to follow the above guidelines.**

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

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Latex Allergy? (Please circle)      YES      NO**

Citation: Excerpts from from Grand Valley State University Simulation Center (GVSU), 2016, *Standardized Patient Manual*. Available at: [https://www.gvsu.edu/cms4/asset/890FA567-BE74-A168-6DBE725A35EBA90F/standardized\\_patient\\_manual\\_2016.pdf](https://www.gvsu.edu/cms4/asset/890FA567-BE74-A168-6DBE725A35EBA90F/standardized_patient_manual_2016.pdf)

**Appendix R**  
**Berea College Department of Nursing**  
**Nursing Department**

**SELECT SIMULATION POLICIES/AGREEMENTS**  
**CODE OF CONDUCT**  
**PSYCHOLOGICAL SAFETY AND CONFIDENTIALITY AGREEMENT**

**Purpose Statement**

The purpose of integrating simulation, using methods of best practice, is to provide standardized experiential learning opportunities designed to advance student development, enhance critical thinking, and prepare students for entry into professional practice. Selected simulation scenarios will be determined based on a needs assessment.

**Simulation Code of Conduct**

- The simulation experiences are conducted in a psychologically safe respectful environment that includes open dialogue in which students express their thoughts, feelings and opinions without risk of embarrassment or reprimand.
- The Clinical Skills/Simulation Labs are to be treated like a REAL clinical environment.
- Products in the lab may contain LATEX. In addition to completing this form, please notify your faculty member and lab staff if you have an allergy upon entering the lab.
- All simulations are for learning purposes only. Student performance during a simulation is not to be discussed outside of the course.
- By participating in a simulation you are acknowledging and agreeing to be recorded. A recorded video will be used for debriefing and educational purposes only.
- You will be required to complete an evaluation immediately following the simulation debriefing session.
- Food and drinks are prohibited in the simulation rooms.
- You are required to wear your Berea College nursing student uniform and name tag while participating in a simulation.
- You must wash your hands or use hand sanitizer prior to entering the simulation room.
- As a healthcare professional, you are to treat the simulator like your patient:
  - You are expected to identify your patient and introduce yourself (name and title)
  - You are to inform your patient of their plan of care, procedures, and medications as applicable.

- You are to use professional communication to manage the simulation; including using SBAR to give and receive report and update other members of the healthcare team.
- You are to document any treatments, procedures, vital signs and the patient’s response in the medical record.
- You are responsible for documenting all medications given in the medication administration record.
- You are responsible for being able to access the PYXIS medication dispensing system.
- When performing procedures, you are to perform them using correct technique. You may not “pretend” to wash your hands or use alcohol-based hand sanitizer.
- Betadine and surgical lubricant are prohibited on any simulators unless instructed by the lab staff.
- COVID-19 related safety, cleaning, PPE and distancing protocol must be followed.

**SIMULATION CENTER SAFE ENVIRONMENT AND CONFIDENTIALITY AGREEMENT**

As a Nursing student at Berea College, I will participate in simulation learning experiences. The simulation experiences are conducted in a psychologically safe respectful environment that includes open dialogue in which students express their thoughts, feelings and opinions without risk of embarrassment or reprimand.

I understand these experiences include teamwork, collaboration and communication with my peers and will be kept confidential. I will not share information regarding the performance of my peers in any format (verbal, written, or electronic). I understand all components of the experience, including debriefing, evaluation and the performance of my peers should be kept confidential to maintain the integrity of the learning experience for all.

I acknowledge and fully understand the unauthorized release, inappropriate exchange, or mishandling of confidential information is prohibited, and serious consequences may occur if I violate this agreement. I will adhere to the *Expected Professional Behaviors of Students in Nursing Courses (reference)* as identified in the Nursing Student Handbook.

The Nursing Department Simulation Center will store simulation performance records such as video/audio recording and evaluations in a secure and confidential manner.

I acknowledge my performance in some simulation activity may be used for approved research purposes.

Signature \_\_\_\_\_ Printed Name \_\_\_\_\_ Date \_\_\_\_\_

**Appendix S**  
**Berea College Department of Nursing**  
**Creighton Competency Evaluation Instrument (CCEI)**

Student Name: _____ Staff Nurse Instructor Name: _____	0= Does not demonstrate competency 1= Demonstrates competency NA= Not applicable	Date: ____/____/____ MM / DD / YYYY
<b>ASSESSMENT</b>	Circle Appropriate Score for all Applicable Criteria. If not applicable, circle NA.	<b>COMMENTS:</b>
1. Obtains Pertinent Data	0      1      NA	
2. Performs Follow-Up Assessments as Needed	0      1      NA	
3. Assesses the Environment in an Orderly Manner	0      1      NA	
<b>COMMUNICATION</b>		
4. Communicates Effectively with Intra/Interprofessional Team (TeamSTEPPS, SBAR, Written Read Back Order)	0      1      NA	
5. Communicates Effectively with Patient and Significant Other (verbal, nonverbal, teaching)	0      1      NA	
6. Documents Clearly, Concisely, & Accurately	0      1      NA	
7. Responds to Abnormal Findings Appropriately	0      1      NA	
8. Promotes Professionalism	0      1      NA	
<b>CLINICAL JUDGMENT</b>		
9. Interprets Vital Signs (T, P, R, BP, Pain)	0      1      NA	
10. Interprets Lab Results	0      1      NA	
11. Interprets Subjective/Objective Data (recognizes relevant from irrelevant data)	0      1      NA	
12. Prioritizes Appropriately	0      1      NA	
13. Performs Evidence Based Interventions	0      1      NA	
14. Provides Evidence Based Rationale for Interventions	0      1      NA	
15. Evaluates Evidence Based Interventions and Outcomes	0      1      NA	
16. Reflects on Clinical Experience	0      1      NA	
17. Delegates Appropriately	0      1      NA	
<b>PATIENT SAFETY</b>		
18. Uses Patient Identifiers	0      1      NA	
19. Utilizes Standardized Practices and Precautions Including Hand Washing	0      1      NA	
20. Administers Medications Safely	0      1      NA	
21. Manages Technology and Equipment	0      1      NA	
22. Performs Procedures Correctly	0      1      NA	
23. Reflects on Potential Hazards and Errors	0      1      NA	
<b>COMMENTS</b>		
Total: _____ Total Applicable Items: _____ Earned Score: _____		

Revised for DEU use 8/20/2013

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**Appendix T**  
**Berea College Department of Nursing**  
**Nursing Advising Worksheet**

Student Name: \_\_\_\_\_  
 Student ID: \_\_\_ B00 \_\_\_\_\_  
 Academic Advisor: \_\_\_\_\_  
 First term at Berea College: \_\_\_\_\_

Overall Academic GPA (3.0 overall required for admission): \_\_\_\_\_

TOEFL Score: \_\_\_\_\_ (For International Students and those with English as a second language)

Internet-based test (Ibt) minimum score of 83, with minimum score of 26 on the spoken portion before the first day of the third term of enrollment at Berea College

**Grading Scale with the plus and minus:**

A = 4.0, A- = 3.7  
 B+ = 3.3; B = 3.0; B- = 2.7  
 C+ = 2.3; C = 2.0; C- = 1.7  
 D+ = 1.3; D = 1.0, D- = 0.7  
 F = 0

	Collateral GPA		Term Completed
	Letter Grade	Letter value	
<b>BIO 101</b> (A&P I)			
<b>BIO 102</b> (A&P II)			
<b>BIO 207</b> (Patho)			
<b>BIO 222</b> (Micro)			
<b>CHM 113</b> (Allied Hth Chem)			
<b>PSY 100</b> (Gen. Psych)			
<b>CFS 221</b> (Nutrition)			
<b>Collateral GPA</b> (3.0 required for admission)			
<b>Any repeat Collateral Courses?*</b>			
<b>Any repeat Nursing Courses?*</b>			
*A grade of C- or lower is considered failing in nursing courses and in all required collateral courses. Students may retake one collateral course and one nursing course.			
<b>Notes:</b>			

## Admission & Progression to Major Process and Requirements

See current college catalog for full policies.

**Exploratory Major:** students designate this the spring term of their first year

### Declaration of Primary Major:

- Students are expected to declare their major in the spring of their second year.
- Transfer students (students who were degree-seeking students at a different institution prior to enrolling in Berea), who are credited with 2 or more transfer terms are expected to declare their major in the spring of their first year. Transfer students who are credited with less than 2 transfer terms are expected to declare their major in the spring of their second year.
- Once the student has requested acceptance to a major, academic departments will either 1) accept, 2) not accept, or 3) conditionally accept with specific conditions that can be met by the end of the next term. Curriculum plan must be submitted to registrar once accepted to the major.

### Nursing Admission Committee Procedures:

- Deny and encouraged to reapply – Students just starting collateral courses – too soon for nursing to determine if eligible to be accepted to major.
- Conditionally accept if can be admitted if will likely meet admission criteria at end of term/summer term

### From 2020-2021 Catalog:

**ADMISSION TO THE NURSING MAJOR** All students must make a formal application to the nursing major according to the Berea College declaration of primary major process. The Declaration of Major process is initiated by the Department of Academic Services and completed according to the guidelines

<http://catalog.berea.edu/2019-2020/Catalog/Departments-of-Study/Nursing/Nursing-B-S> The following criteria for declaration of nursing as a major will be used for all students: 1. Minimum cumulative GPA 3.0 2. Minimum pre-nursing collaterals\* GPA 3.0 (based on BIO 101 Human Anatomy and Physiology I, BIO 102 Human Anatomy and Physiology II, PSY 100 General Psychology, CHM 113 Allied Health Chemistry, BIO 207 Pathophysiology, BIO 222 Microbiology, and CFS 221 Fundamentals of Nutrition) 3. (For International Students and those with English as a second language) TOEFL (Test of English as a Foreign Language) Internet-based test (ibt) minimum score of 83, with minimum score of 26 on the spoken portion before the first day of the third term of enrollment at Berea College. \*For transfer students, the pre-nursing collateral GPA will be calculated based on students grades earned (BIO 101, BIO 102, PSY 100, CHM 113, BIO 207, BIO 222, and CFS 221) as they are evidenced on their official transcripts from the grade-granting institution. Note: Nursing courses from other institutions may not be transferred to meet Berea College Nursing course requirements. Students must be officially admitted to Nursing as a Major prior to beginning junior (300 level) nursing courses.

**PROGRESSION THROUGH THE NURSING MAJOR** I. Requirements A. Once admitted to the Nursing major, all students must maintain the following standards to progress from one semester to the next: 1. Maintain a minimum GPA of 2.5 2. May repeat only one NUR designated course. If not successful on the second attempt, the student will not be allowed to progress in the Nursing major and encouraged to seek another major. 3. May repeat only one of the following courses: BIO 101, BIO 102, BIO 207, BIO 222, PSY 100, CFS 221 and CHM 113. If not successful on the second attempt, the student will not be allowed to progress in the Nursing major and encouraged to seek another major. 4. No grade lower than a “C” in each nursing course and in all required collateral courses. **In Nursing, a “C-“is considered a failing grade.** B. A nursing student will demonstrate appropriate professional qualities of judgment, disposition, and respect in the classroom and clinical setting at all times. C. Following withdrawal from the College, the student must apply to be readmitted into the Nursing Major. D. Students in the Nursing Department must obtain 15.5 Nursing Credits and 20.5 outside credits totaling 36 for graduation. E. Student may be withdrawn from the Program for a pattern of disruptive behavior in class and/or

clinical experiences. F. Student may be withdrawn from the Program for endangering client safety per the Clinical Evaluation Policy.



## Other Degree Requirements Details:

### Perspectives:

- Scientific Knowledge & Inquiry (**BIO 110**; **CHM 113**)
- Arts
- Social Science (**PSY 100**)
- Western History
- Religion
- African Americans', Appalachians', Womens' Perspective
- International
  - Culture 1 (non-western); Culture 2 (Western or non-western)
  - Language 1; Language 2
- Practical Reasoning (**PSY 100** – note: only Berea's PSY 100 course satisfies the Practical Reasoning requirement – cannot transfer in PR perspective)
- Practical Reasoning with Quantitative Emphasis (**MAT 104**)
- Active learning experience – (**NUR 226**)

### HHP

- Class 1
- Class 2
- Swim test

### Developmental Math

- MAT 010
- MAT 011
- MAT 012

### 20 credits outside the major

### NOTE:

- A transfer course can fulfill only one perspective.
- Steps to Studying Abroad: <https://www.berea.edu/cie/steps/>
- Registrar's Forms Page: <https://www.berea.edu/registrar/forms/>
- Waiver for NUR 110 request procedure:
- Requests for substitutions or waivers of degree requirements must be initiated by the Academic Advisor. Submission of the request via email is acceptable as long as it follows the format below. The request is then forwarded to the Department Chair. If the Department Chair supports the request, s/he will indicate support in an e-mail and forward the request to the Division Chair. If the Division Chair approves the request, s/he will indicate such in an e-mail that will be forwarded to the Associate Registrar (kathy\_wallace@bereda.edu).

## **2021-2022 BIOLOGY MINOR**

The Biology minor will consist of **five (5) Biology courses** and would be achieved by completing the following requirements.

Required Core Course

BIO 110 Modern Biology (with a grade of C or higher)

Required Distribution Courses

Four (4) additional BIO course credits from the following list, two of which must be 200-level or higher.

**BIO 102 Anatomy & Physiology I**

**BIO 202 Anatomy & Physiology II**

BIO 113 Experimental Zoology

BIO 114 Botany

BIO 220 Comparative Vertebrate Anatomy

**BIO 222 Microbiology**

BIO 306 Histology

BIO 310 Ecology

BIO 323 Human Physiology

BIO 324 Parasitology

BIO 325 Neurobiology

BIO 326 Invertebrate Zoology

BIO 327 Herpetology

BIO 330 Genetics

BIO 331 Developmental Biology

BIO 332 Mammalogy

BIO 338 Ornithology

BIO 342 Field Botany

BIO 344 Dendrology & Forest Ecology

BIO 346 Conservation Biology

BIO 441 Cell & Molecular Biology

BIO 386(CA) Plant Ecology

BIO 186/286/386/486 as approved by the BIO program

## **Nursing policy and Guidelines Related to F1 and/or self-identified ESL students**

Berea College students with English as a second language (e.g., F-1 international students and for specific domestic students identified by the Admissions Office) who are interested in the Nursing Program will be required to take the paper-based TOEFL test, which will be administered on campus. Students must also complete a TOEFL iBT off-campus and earn a minimum total score of 83 and minimum subscore of 26 on the spoken portion before the first day of the student's third term of enrollment at Berea College. The College will incur transportation and fees related to TOEFL testing. Students scoring below 540 on the initial campus-based TOEFL or who do not demonstrate high English proficiency will be advised to pursue other majors rather than nursing.

Please let's all follow these steps in advising:

1. Advise, and document that you have advised, all students with English as a second language (e.g., F-1 international students and for specific domestic students identified by the Admissions Office) who are interested in the Nursing Program to take and share results of the paper-based TOEFL test, which will be administered on campus.
2. Advise, and document that you have advised, these students of our policy.
3. Advise, and document that you have provided, the following TOEFL iBT resources early on regardless of the English/Language class and grades students have obtained. These alone we have found are insufficient in obtaining the required TOEFL iBT scores.

Free TOEFL preparation course: <https://www.ets.org/toefl/test-takers/ibt/prepare/courses/>

In addition, here are recommended sites from a colleague who has tutored students to prepare for the TOEFL iBT and these specifically relate to speaking:

1. Fluentu: <https://www.fluentu.com/blog/toefl/toefl-speaking-practice/>
2. Magoosh: <https://magoosh.com/toefl/2017/toefl-speaking/>
3. TSTPrep: <https://tstprep.com/toefl-speaking-questions-topics-and-sample-answers/>