School of Nursing

Faculty Development Institute

2011-2012
## Table of Contents

Mentoring .......................................................................................................................... 5  
School of Nursing ............................................................................................................... 5  
  Organization ................................................................................................................ 5  
  Philosophy .................................................................................................................. 5  
Accreditation ..................................................................................................................... 5  
Evaluation Plan .................................................................................................................. 6  
The Faculty Role ................................................................................................................ 6  
Office Hours ...................................................................................................................... 6  
Workload ........................................................................................................................... 9  
Faculty Information .......................................................................................................... 9  
Faculty ID .......................................................................................................................... 10  
Student Advisement ......................................................................................................... 10  
  Removal of Datatel Hold ............................................................................................ 10  
  Trojan Web Express .................................................................................................... 12  
How to Obtain Advisee List ............................................................................................ 13  
Registration Advisement Notes ....................................................................................... 15  
Handling Student Issues .................................................................................................. 16  
  Physical Disabilities .................................................................................................... 16  
  Learning Disabilities ................................................................................................... 16  
  Test Anxiety Tips for Students .................................................................................. 17  
  Handling Disruptive Classroom Behavior .................................................................. 19  
  Tips for Classroom Management ................................................................................ 21  
  Academic Integrity ....................................................................................................... 22  
Clinical Instruction ........................................................................................................... 23  
  Teaching in the Clinical Setting .................................................................................. 23  
    Effective clinical teaching ......................................................................................... 23  
  Goals of Clinical Nursing Education ........................................................................... 24  
  List of Clinical Agencies ............................................................................................. 24  
  Arrangements for Clinical Space .................................................................................. 24  
  Arranging Clinical Experiences .................................................................................... 25  
  Faculty Requirements and Dress for Clinical .............................................................. 25  
  Student Dress for Clinical ........................................................................................... 26  
  Supervision of Students in Clinical ............................................................................. 26  
  Teaching- Learning Principles in the Clinical Setting ...................................................... 27  
  Teaching strategies for the clinical experience .............................................................. 28  
  Role modeling in the clinical setting ........................................................................... 29  
  Evaluating the clinical performance ........................................................................... 30  
Classroom Instruction ....................................................................................................... 32  
  Course Syllabus ........................................................................................................... 32  
  The First Day of Class ................................................................................................. 32  
  Course Revisions ......................................................................................................... 35  
  Use of Technology ....................................................................................................... 35  
    Blackboard ................................................................................................................. 35  
    PowerPoint ................................................................................................................ 35  

- 2 -
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching in Nursing</td>
<td>36</td>
</tr>
<tr>
<td>NLN Core Competencies of Nurse Educators</td>
<td>36</td>
</tr>
<tr>
<td>Characteristics of “The Good Teacher”</td>
<td>39</td>
</tr>
<tr>
<td>The Learning Process</td>
<td>40</td>
</tr>
<tr>
<td>Learning theories</td>
<td>40</td>
</tr>
<tr>
<td>Educational Models</td>
<td>40</td>
</tr>
<tr>
<td>Learning Styles</td>
<td>41</td>
</tr>
<tr>
<td>Planning and Conducting Classes</td>
<td>42</td>
</tr>
<tr>
<td>Formulating Objectives</td>
<td>42</td>
</tr>
<tr>
<td>Organizing Content</td>
<td>43</td>
</tr>
<tr>
<td>Selecting Teaching Methods</td>
<td>44</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>44</td>
</tr>
<tr>
<td>Discussion</td>
<td>44</td>
</tr>
<tr>
<td>Lecturing</td>
<td>45</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>46</td>
</tr>
<tr>
<td>Effective Evaluation</td>
<td>48</td>
</tr>
<tr>
<td>Evaluation Defined</td>
<td>48</td>
</tr>
<tr>
<td>Relationship of Evaluation and Instruction</td>
<td>48</td>
</tr>
<tr>
<td>Formative Evaluation</td>
<td>48</td>
</tr>
<tr>
<td>Summative Evaluation</td>
<td>48</td>
</tr>
<tr>
<td>Measurement</td>
<td>49</td>
</tr>
<tr>
<td>Testing</td>
<td>49</td>
</tr>
<tr>
<td>Objectives for Evaluation and Testing</td>
<td>49</td>
</tr>
<tr>
<td>Planning for Testing</td>
<td>49</td>
</tr>
<tr>
<td>Test Blueprint</td>
<td>49</td>
</tr>
<tr>
<td>Writing Test Items</td>
<td>50</td>
</tr>
<tr>
<td>Test Design Rules</td>
<td>50</td>
</tr>
<tr>
<td>Scoring and Analyzing Tests</td>
<td>50</td>
</tr>
<tr>
<td>Item Analysis</td>
<td>51</td>
</tr>
<tr>
<td>Developing a Test Item Bank</td>
<td>51</td>
</tr>
<tr>
<td>Rounding of grades</td>
<td>51</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>51</td>
</tr>
<tr>
<td>Grading Scale</td>
<td>51</td>
</tr>
<tr>
<td>ATI Testing</td>
<td>52</td>
</tr>
<tr>
<td>NCLEX-RN Test Plan</td>
<td>53</td>
</tr>
<tr>
<td>Research</td>
<td>54</td>
</tr>
<tr>
<td>Professional Development</td>
<td>55</td>
</tr>
<tr>
<td>General Information</td>
<td>55</td>
</tr>
<tr>
<td>Approval for Travel</td>
<td>55</td>
</tr>
<tr>
<td>Application for Travel Approval</td>
<td>56</td>
</tr>
<tr>
<td>Reimbursement of Travel Expenses</td>
<td>57</td>
</tr>
<tr>
<td>Expense for Travel Form</td>
<td>58</td>
</tr>
<tr>
<td>Writing Reference Letters</td>
<td>59</td>
</tr>
<tr>
<td>Obtaining Specific Items</td>
<td>60</td>
</tr>
<tr>
<td>Email Account</td>
<td>60</td>
</tr>
<tr>
<td>Datatel Access</td>
<td>60</td>
</tr>
</tbody>
</table>
ID Cards ..................................................................................................................60
Business Cards ......................................................................................................60
Office Supplies .....................................................................................................60
Copies .....................................................................................................................60
Textbooks ..............................................................................................................61
Voice Mail Instructions ..........................................................................................62
Human Resources Contact Information .................................................................63
Supplemental Materials ..........................................................................................64

Appendix A
   Developing Ourselves
   NLN Position Statement on Mentoring of Nurse Faculty
   Mentoring in Nursing Education

Appendix B
   SON Bylaws
   SON Philosophy
   Program Student Learning Outcomes
   NLNAC Standards and Criteria
   Alabama Board of Nursing Requirements for Nursing Education
   SON Evaluation Plan
   Odyssey Academic Advising Program

Appendix C
   Physical Exam Form
   Sample Curriculum Vitae Format
   Classroom Performance Assessment
   Comprehensive Faculty Evaluation Plan

Appendix D
   Traditional Course Syllabus Template
   eTroy Course Syllabus Template

Appendix E
   Sample Test Items
   Sample Test Analysis
   ATI Instruction Packet
   NCLEX-RN Test Plan

Appendix F
   CHHS Guidelines for Tenure and Promotion

Appendix G
   Travel Policies

Appendix H
   Academic Calendar
Mentoring

Mentoring is an effective process for assisting faculty orientation and transition to the academic role and setting. See Appendix A for several resources on mentoring, including the role of the mentor and mentee.

Each new faculty member is assigned a faculty mentor for one academic year. The mentor will be selected by the Director of the Program in which the new faculty member has primary teaching responsibilities. The Directors will pair mentors and new faculty on a “content area” and “level” basis. The mentor’s responsibilities may include, but are not limited to:

1. Coordinating orientation to clinical agencies / units.
2. Assisting new faculty members to gain comfort / experience in the faculty role by providing guidance for the clinical, committee, advising and teaching aspects of the role.

School of Nursing

Organization

The School of Nursing is an academic unit in the College of Health and Human Services at Troy University. The School of Nursing is comprised of the ASN, BSN, and Graduate Nursing programs. The governance of the School of Nursing is described in the SON Bylaws and depicted in the SON Organizational Chart found in Appendix B.

Philosophy

The programs of the School of Nursing share a common philosophy. The SON Philosophy provides the foundation for development of each program’s specific student learning outcomes and curriculum. Program student learning outcomes flow from the SON Philosophy and are congruent with national guidelines for the respective programs. A copy of the SON Philosophy and Program Student Learning Outcomes are located in Appendix B or in the SON Faculty Orientation Manual.

Accreditation

The ASN, BSN, and MSN programs of the Troy University School of Nursing are each accredited by the National League for Nursing Accrediting Commission (NLNAC). NLNAC specialized accreditation indicates that the School of Nursing has been found to meet or exceed standards and criteria for education quality. These standards meet the recognition standards of The Council for Higher Education Accreditation; NLNAC is recognized by the U.S. Department of Education as a national accrediting agency for nursing education. In February, 2011, the BSN, MSN, and DNP programs completed the accreditation process with a site visit from...
NLNAC. In July 2011, the NLNAC Board of Commissioners granted BSN and MSN programs continuing accreditation and scheduled the next evaluation visit for Spring 2019. The DNP program was granted initial accreditation and scheduled the next evaluation visit for Spring, 2016. The ASN program will have the next accreditation visit in fall of 2016.

Prior to an accreditation visit, the program faculty complete a comprehensive self-study to determine that the standards and criteria for accreditation are being met. This self-study process is initiated two years prior to the visit. Self-study documents from the most recent accreditation visit are very informative and contain comprehensive information about the program. These are available from the Program Director. Accreditation standards and criteria for the ASN, BSN, MSN, and DNP programs are found in Appendix B. Additional information on accreditation is available from the NLNAC web site http://www.nlnac.org. NLNAC is located at 3343 Peachtree Road, NE, Suite 500, Atlanta, Georgia 30326.

Troy University SON programs are approved by the Alabama Board of Nursing. Annual reports are provided to the Alabama Board of Nursing and the programs are subject to visits form the Alabama Board of Nursing at any time. A copy of the Alabama Board of Nursing requirements for nursing education is provided in Appendix B.

Troy University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The University holds membership in a number of professional associations, including the Alabama Association of College Administrators, the American Council on Education, the American Association of Colleges of Nursing, the American Association of State Colleges and Universities, the Commission on Accreditation of Allied Health Education Programs, the American Association of Colleges of Nursing, the National League for Nursing, and Southern Council on Collegiate Education for Nursing.

Evaluation Plan

The SON has a comprehensive plan for evaluation to insure that the programs conduct ongoing, systematic review of accreditation standards and criteria and program outcomes. A copy of the SON Evaluation Plan is provided in Appendix C.

The Faculty Role

The faculty role is comprised of three major areas: teaching, scholarship, and service. Faculty is expected to fulfill responsibilities with a commitment to excellence and quality.

Office Hours
Faculty members are expected to keep minimum of 10 office hours per week. At the beginning of the semester, faculty should complete a schedule and give to the Department Secretary, who will forward a copy of the schedule to Amy Owens. Faculty should post a schedule on the office door, along with an appointment schedule for students. Faculty should also include office hours in the course syllabus. If a faculty has a significant change in his/her schedule, he/she should notify the Departmental Secretary. The forms for schedules are available from the Departmental Secretary.

<table>
<thead>
<tr>
<th>Faculty Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>8:00</td>
</tr>
<tr>
<td>8:30</td>
</tr>
<tr>
<td>9:00</td>
</tr>
<tr>
<td>9:30</td>
</tr>
<tr>
<td>10:00</td>
</tr>
<tr>
<td>10:30</td>
</tr>
<tr>
<td>11:00</td>
</tr>
<tr>
<td>11:30</td>
</tr>
<tr>
<td>12:00</td>
</tr>
<tr>
<td>12:30</td>
</tr>
<tr>
<td>1:00</td>
</tr>
<tr>
<td>1:30</td>
</tr>
<tr>
<td>2:00</td>
</tr>
<tr>
<td>2:30</td>
</tr>
<tr>
<td>3:00</td>
</tr>
<tr>
<td>3:30</td>
</tr>
<tr>
<td>4:00</td>
</tr>
<tr>
<td>4:30</td>
</tr>
</tbody>
</table>

Means of Contact for Students:
Office Phone: ___________________
Home Phone: (optional)____________________________
Cell Phone: (optional)__________________
Beeper: (optional)__________________________
Clinical Agencies & Phone(s): ___________________________________________________
## Weekly Appointment Schedule

**Dates:** ______________________

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Workload

Currently full time teaching load is considered to be 12 hours per semester in the Fall and Spring for a total of 24 hours per academic year. Teaching load is calculated by the course credit hours. For the undergraduate didactic courses, teaching credit hours are the same as the course credit hours. For master’s and doctoral level courses, credit hours are adjusted using a 1.3 and 1.5 multiplier, respectively. For most clinical courses, there is a 2:1 ratio for teaching credit hours to course credit hours. In preceptor courses the ratio is 3:4:1. Teaching credits for clinical courses are calculated using a multiplier of 1.5. For example:

NSG 4413 Complex Nursing is a 3 credit hour course, so there are 3 teaching credits in this course.
NSG 4414 Complex Nursing Practicum is a 2 credit hour course. Teaching credit for this course would be 3 per clinical section.

Example of a semester assignment
NSG 3313 – 3 hours (class)
NSG 3314 – 4.5 hours (1 section of clinical)
NSG 3314 – 4.5 hours (1 section of clinical)
NSG 1105 – 1 hour (class)
Total of 13 hours

In this example there is 1 hour of overload. Overload contracts are initiated by the Director. The faculty will sign an overload contract specific to each semester. When signing this contract, you may write in the section under number 5-Special considerations- “to please pay in 2 installments”. This will allow you to have the overload pay split into 2 installments and will appear on your October and November pay stub (for Fall) or your April and May pay stub (for Spring). The rate for overload pay is determined by University policy.

The Director will distribute teaching assignments for the following semester usually after midterm. If you have any concerns or requests regarding your teaching assignment, you are encouraged to discuss these with your Program Director.

There are additional duties expected by the Faculty such as attendance at Program, SON, College, or University meetings or events; participation in committee work and student advisement; and participation in scholarship. These expected duties do not receive additional pay. Service to the program, School, College, University, profession and community are integral to the faculty role.

Faculty Information

Faculty are responsible for maintaining updated files that include the following:
1) Current, unencumbered Alabama RN license
2) Annual physical exam and TB skin test or chest x-ray (Appendix C)
3) Titers on file for measles, mumps, rubella, varicella, and hepatitis B
4) Current CPR certification
5) Annual OSHA review/HIPAA

Faculty members are required to submit an updated vita electronically each spring. See Appendix C for sample vita template.
Faculty ID's

Faculty need to have photo ID for clinical instruction.

Student Advisement

Advisement of students is part of the faculty role. Each faculty member is assigned student advisees. Undergraduate students must see their advisor before they can preregister for classes. The faculty removes the advisor hold after advising the student. To access student records, faculty needs VPN and Datatel software on their computers.

Faculty can also access student information through Trojan Web Express. You cannot remove advisor hold through Trojan Web Express.

Removal of Datatel Hold

TO ADD OR END RESTRICTIONS
(EQUIVALENT TO A HOLD ON REL 13)

STEP 1
Type PERC from any menu at the command prompt.

```
07/02/04 07:30 SCALLEN

07:30 Perce Student System
Student System
Datatel, Inc. Colleague 17.0.14

1 AC Academic Records 14 FI Faculty Information
2 AM Recruitment/Admissions Mgmt 15 RG Registration
3 AR Accounts Receivable 16 RL Residence Life
4 CC Communications Management 17 WB WEB Admin Support
5 CO Campus Organizations 18 SDO Student Database Utilities
6 CR Cash Receipts 19 XTOI Custom Applications
7 CU Curriculum Management 20 XOP Custom Options Menu
8 DA Degree Audit 21 SMO Suggested Menu Options
9 DM Person Demographics 22 R25 RESOURCE25 Interface
10 FA Financial Aid 23 S25 SCHEDULE25 Interface
11 FRP Federal Reporting 24 S55 Student System Setup
12 SRS State/Provincial Reporting 25 CV Conversions of R13 Files
13 FO Forms Processing 26 LO Logout

Enter Mnemonic or Selection Number, or press FINISH: PERC

Press HELP for assistance
```

STEP 2
At the "Person Lookup," enter the student's name, I.D. Number, or Social Security Number and press enter.
STEP 3

This will bring up the PERSON Lookup Screen; enter the appropriate sequence number.

**Note** - You can END or DELETE a restriction. Ending a restriction will keep a history, while deleting a restriction will not.

**To end a restriction:**

Enter the student name, I.D. Number, or Social Security Number. At the Person Lookup screen enter the appropriate sequence number.

Go to the restriction code you want to end and return until you get to the End Date field and enter an End Date. **NOTE** - The end date must be at least one day prior to the registration date or the system will not allow the registration until after midnight of the end date.
Click the Save button at the top of the screen to Finish.

**Using Trojan Web Express**

Trojan Web Express is the online student accounting system for Troy University. This system houses student account information, course schedule, grades, financial aid award status, and many other convenient information services. Students and faculty can access Trojan Web Express and view records at any time.

Your log in for Trojan Web Express will be your user name (you can access this by clicking on “What’s my User ID?”) and your password (referred to as your PIN number, initially set as the last four digits of your Social Security number).

Web Express displays information as it is entered into Datatel. Web Express, Datatel, and Blackboard are all related, and the information should be consistent for all three. You may find it more user-friendly to go into Blackboard for class information.

Once you have logged in, choose Web Advisor for Faculty
Here you can view your list of advisees, advisees with GPAs, class roster, class schedule, grading, student educational planning, and student profile.

Commonly performed activities in Web Express include:

Entering attendance – this is required in the first few weeks of class. Instructions are emailed to all faculty from the records office concerning the deadline and procedure.

Entering grades – this is done at the end of the semester. Instructions are emailed to all faculty from the records office concerning the deadline and procedure. *A note of caution here, make sure you have copied and saved your grade book in Blackboard before you enter your grades into Web Express, because once they are processed through Web Express, your grade book in Blackboard will be empty.*

Student educational planning – when advising student, it is helpful to pull up their unofficial check sheet. Choose student educational planning, enter the student’s SSN, and then
choose the Evaluate Student Unofficial from the drop-down box. This will give you the student’s unofficial check sheet of courses needed and courses completed.

**Obtaining an Advisee List** (Created by Dr. Susie Stokes, Fall 2004) Updated August 2010.

For those who would like to contact their advisees by email or regular mail prior to early registration, the IT department will provide:
- a printed list of your advisees with ...
- mailing addresses
- email addresses
- Datatel ID number that makes it very fast to remove advisor holds
- labels with mailing addresses

They will also email you an Excel spreadsheet with all of the information above AND that allows you to copy all of the emails with a single copy command (highlight the email column, copy), then paste them all at once into the TO: area of your email program.

To take advantage of this service:
- Go to the Troy University home page, www.troy.edu
- Under Quick Links use the Information drop box and scroll down to IT Help.
- When on IT website, click on Help Desk. Submit a helpdesk request. Choose “Submit a Ticket” to go to the request form. Then submit and wait for email.

Additionally, you can obtain a list of advisees through Trojan Web Express.
- Log in to Trojan Web Express, Click on Faculty, Under Faculty Information, click on My Advisees, use drop down box to request term, then click submit.

Below is a draft of the email that Dr. Susie Stokes used (2004) when emailing her advisees. She has given her permission for you to use as much (or as little) of it as you need.

Dear Advisees,
Early registration for Spring 2005 semester is November 15-19. I encourage each of you to stop by my office to review your plan of study and have your advisor hold removed before November 15. By doing this, you will be able to register via Trojan Web Express early in the week of November 15, thus avoiding long lines and closed classes. If you have not used Trojan Web Express, be sure to log into your TWE account as soon as possible to be sure that you'll have no login problems during registration. To get to TWE, go to the Troy home page (http://www.troy.edu), and click on Trojan Web Express.

I maintain 10 office hours each week for students to sign up for appointments through the schedule posted on my office door, #4 Collegeview. These hours are:
- Monday, 1:00 - 3:30
- Tuesday, 11:00 - 3:00
- Wednesday, 1:00-3:30
If none of these times are convenient for you, please stop by my office to make an appointment for a different time. I welcome emails to schedule appointments as well.
Phone calls should be a last resort. Please plan ahead and all of us will have a better registration experience.
Let me know if you have questions.
Thank you,
Dr. Stokes
sstokes@troy.edu
Registration Advisement Notes
(Available from the BSN Office, filed in the Student File)

Student: ___________________________ Date: __________________

Student is registering for ________________ Semester 20________

School of Nursing Status (circle one): Pre-Nursing Semester I Semester II
Semester III Semester IV

GPA of ___________ at the end of ___________

The following is to be completed during preregistration or registration advisement meeting:

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours

Problems voiced by student:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Advisor comments (may be continued on back):
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Student Assigned Advisor: _____________ Advising Faculty’s Signature: __________________
Student’s Signature: ___________________________ Phone #: ______________
Mailing Address: ___________________________ City/State/Zip: _________________________
Email Address: ________________________________
Handling Student Issues

Physical Disabilities

The School of Nursing has a list of Core Performance Standards that students are expected to be able to perform. These are found in the Student Handbook and consist of the following:

Abilities needed by the nursing student to meet program objectives and requirements:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking ability sufficient for clinical judgment.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for interaction with others in verbal and written form. Proficiency in use of English language is sufficient for written and oral communication. (Consistent with Alabama Board of Nursing procedure for administration of the NCLEX-RN exam, no special accommodations are provided by the School of Nursing.)</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room and maneuver in small spaces.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health needs.</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment.</td>
</tr>
</tbody>
</table>

The above statement of criteria is not intended as a complete listing of nursing practice behaviors, but is a sampling of the types of abilities needed by the nursing student to meet program objectives and requirements. The School of Nursing or its affiliated agencies may identify additional critical behaviors or abilities needed by students to meet program or agency requirements. The School of Nursing reserves the right to amend this listing based on the identification of additional standards or criteria for nursing students.

If you are unable to fully meet any criterion, you will need to make an appointment with the Director of your program.

Learning Disabilities

We frequently have students with learning disabilities that may or may not be previously identified. The following information from Tools for Teaching by Barbara Gross Davis provides an overview of these disabilities.

Be sensitive to "nonvisible" or "hidden" disabilities. Three principal types of disabilities may not be immediately visible:

- Learning disabilities hinder students of average or above-average intelligence from easily and dependably processing various types of information. Dyslexic students, for example, have a perceptual deficit that prevents them from unerringly interpreting sequences of letters or numbers. It is important to
realize that learning disabilities are not a reflection of a student's intelligence, physical or emotional health, or cultural or socioeconomic background. In general, using a variety of instructional modes enhances learning for such students, as it does for all students, by allowing them to master material that may be inaccessible in one particular mode. Most college students will know which forms or modalities of learning work best for them. (Sources: City University of New York Committee for the Disabled, 1988; Smith, n.d.)

- Mild to moderate sensory deficits (low-level vision, slight hearing impairment) should be accommodated by appropriate seating and room lighting.
- Chronic disabilities (diabetes, seizure disorders, cardiac or respiratory conditions, lupus, cancer, AIDS) may interfere with stamina, attention span, and alertness. The attendance and performance of affected students may be erratic, and they may need flexibility in the scheduling of assignments. (http://teaching.berkeley.edu/bgd/disabilities.html from Tools for Teaching by Barbara Gross Davis, printed by Jossey-Bass, October 1993)

For students with learning disabilities, they may go to the Adaptive Needs office and after consultation with the counselors, may be eligible for alternate testing methods. Frequently students will need to take their exams in the Adaptive Needs Office and may require additional time to complete the exam.

**Test Anxiety Tips for Students**

When students are doing poorly in a course, they often come to the instructor for assistance. The following information may be helpful in working with students with test anxiety. (From the Counseling Center at the University of Illinois retrieved from http://www.couns.uiuc.edu/Brochures/testanx.htm)

Generally, we all experience some level of nervousness or tension before tests or other important events in our lives. A little nervousness can actually help motivate us; however, too much of it can become a problem — especially if it interferes with our ability to prepare for and perform on tests.

**Dealing with Anxiety**

The first step is to distinguish between two types of anxiety. If your anxiety is a direct result of lack of preparation, consider it a normal, rational reaction. However, if you are adequately prepared but still panic, “blank out”, and/or overreact, your reaction is *not* rational. While both of these anxieties may be considered normal (anyone can have them) it is certainly helpful to know how to overcome their effects.

**Preparation Can Help**

Preparation is the best way to minimize rationale anxiety. Consider the following:

Avoid "cramming" for a test. Trying to master a semester’s worth of material the day before the test is a poor way to learn and can easily produce anxiety. This is *not* the time to try to learn a great deal of material.

Combine all the information you have been presented throughout the semester and work on mastering the main concepts of the course.

When studying for the test, ask yourself what questions may be asked and try to answer them by *integrating* ideas from lectures, notes, texts, and supplementary readings.
If you are unable to cover all the material given throughout the semester, select important portions that you can cover well. Set a goal of presenting your knowledge of this information on the test.

*Changing Your Attitude*
Improving your perspective of the test-taking experience can actually help you enjoy studying and may improve your performance. Don’t overplay the importance of the grade — it is not a reflection of your self-worth nor does it predict your future success. Try the following:
- Remember that the most reasonable expectation is to try to show as much of what you know as you can.
- Remind yourself that a test is only a test — there will be others.
- Avoid thinking of yourself in irrational, all-or-nothing terms.
- Reward yourself after the test — take in a movie, go out to eat, or visit with friends.

*Don’t Forget the Basics*
Students preparing for tests often neglect basic biological, emotional, and social needs. To do your best, you must attend to these needs. Think of yourself as a total person — not just a test taker. Remember to:
- Continue the habits of good nutrition and exercise.
- Continue your recreational pursuits and social activities — all contribute to your emotional and physical well-being.
- Follow a moderate pace when studying; vary your work when possible and take breaks when needed.
- Get plenty of sleep the night before the test — when you are overly tired you will not function at your absolute best.
- Once you feel you are adequately prepared for the test, do something relaxing.

*The Day of the Test*
To be able to do your best on the day of the test we suggest the following:
- Begin your day with a moderate breakfast and avoid coffee if you are prone to 'caffeine jitters.' Even people who usually manage caffeine well may feel light-headed and jittery when indulging on the day of a test.
- Try to do something relaxing the hour before the test — last minute cramming will cloud your mastering of the overall concepts of the course.
- Plan to arrive at the test location early — this will allow you to relax and to select a seat located away from doors, windows, and other distractions.
- Avoid classmates who generate anxiety and tend to upset your stability.
- If waiting for the test to begin causes anxiety, distract yourself by reading a magazine or newspaper.

*During the Test: Basic Strategies*
Before you begin answering the questions on the test, take a few minutes and do the following:
- First review the entire test; then read the directions *twice*. Try to think of the test as an opportunity to show the professor what you know; then begin to organize your time efficiently. Work on the easiest portions of the test first.
• For essay questions, construct a short outline for yourself — then begin your answer with a summary sentence. This will help you avoid the rambling and repetition which can irrate the person grading the test. For short-answer questions, answer only what is asked — short and to the point. If you have difficulty with an item involving a written response, show what knowledge you can. If proper terminology evades you, show what you know with your own words.

• For multiple choice questions, read all the options first, then eliminate the most obvious. Unsure of the correct response? Rely on your first impression, then move on quickly. Beware of tricky qualifying words such as "only," "always," or "most."

• Do not rush through the test. Wear a watch and check it frequently as you pace yourself. If it appears you will be unable to finish the entire test, concentrate on those portions which you can answer well. Recheck your answers only if you have extra time — and only if you are not anxious.

During the Test: Anxiety Control
Curb excess anxiety in any of the following ways:
• Tell yourself "I can be anxious later, now is the time to take the exam."
• Focus on answering the question, not on your grade or others’ performances.
• Counter negative thoughts with other, more valid thoughts like, "I don’t have to be perfect."
• Tense and relax muscles throughout your body; take a couple of slow deep breaths and try to maintain a positive attitude.
• If allowed, get a drink or go to the bathroom.
• Ask the instructor a question.
• Eat something.
• Break your pencil lead — then go sharpen it.
• Think for a moment about the post-exam reward you promised yourself.

After the Test
Whether you did well or not, be sure to follow through on the reward you promised yourself — and enjoy it! Try not to dwell on all the mistakes you might have made. Do not immediately begin studying for the next test. . . indulge in something relaxing for a little while.

Handling Disruptive Classroom Behavior

Common Disruptive Classroom Behavior

Grandstanding: students who use a classroom discussion as a chance to speak about their favorite subjects despite the irrelevancy their comments may have in regard to the discussion of the class as a whole. Other students use the classroom as a place to communicate to their peers, tales of their personal lives, which is also not appropriate to the setting. Some students attempt to soak up the attention that they receive from their peers even though it may be annoying to other students in the class.

Sleeping in Class: this may not seem to be disruptive to a class, but in fact, is disruptive in two ways: the student who is snoozing is not interested and not participating in the classroom discussion. If a professor does nothing about it, it sends a message to the other students that involvement in the class is not of much importance to the professor. This may
make the students feel like they shouldn’t have to participate either. Secondly, sleeping in class is considered to be disrespectful to the teacher and the other students.

**Prolonged Chattering** - students who carry on private conversations among themselves in the classroom are disruptive to other students because their frivolous chatter does not pertain to the classroom discussion what so ever. This is rude and inappropriate and should not be tolerated.

**Excessive Lateness** - tardiness is tolerated by many professors, because students have legitimate reasons for being late. However, professors don’t like it when students are late because it disrupts the classroom and other students are focused on the late student instead of on the professors’ lecture. Professors’ need to state to the students the importance of arriving in a timely manner.

**Overt Inattentiveness** - some students find it difficult to mentally pay attention for the full length a class. They read a book, newspaper, or doodle on paper. This is also considered disrespectful to the professor and other students in the class.

**Eating, Drinking, Gum Chewing, Smoking, Carrying Pagers & Cell Phones, and Passing Notes** - all of these are considered disruptive in a classroom setting and should not be tolerated.

**Unexcused Exits from Class** - these exits from class are disruptive and should be discouraged unless the student has a legitimate reason and/or has spoke to the professor before hand.

**Verbal or Physical Threats, to Students or Faculty** - cases of threat to students and faculty has risen dramatically in recent years. These are definitely considered unacceptable.

**Disputing the Instructor’s Authority or Expertise** - students who have received substandard grades or evaluations from their instructors sometimes try to devalue the professor’s authority, judgment, and expertise.


It is important to differentiate disruptive classroom behavior (that which directly interferes with the ability of the instructor to teach or the ability of other students to benefit from the classroom experience) from behavior that is merely rude or uncivil. While the latter may become disruptive when it is repetitive or persistent, it usually is best addressed by example and influence.

Disruptive student behavior is detrimental to the academic community, to both faculty and student, because it interferes with the learning process, inhibits the ability of instructors to teach effectively, diverts university energy and resources away from the educational mission, and may indicate a significant level of personal problems or distress on the part of the disrupter.
Tips for Classroom Management

If you have ever experienced a challenging disciplinary situation in your classroom, you are not alone. The majority of students act in an appropriate and respectful manner; however, there are occasions when students test the limits of acceptable classroom behavior.

Student conduct that substantially or repeatedly interferes with the ability of an instructor to teach or the ability of other students to learn is a violation of the Student Code of Conduct.

- At the initial class meeting it is important to clarify expectations at the beginning of a course and agreeing on standards for classroom conduct. Other positive benefits include fostering expectations among student peers concerning appropriate behavior and having a concrete and agreed-upon reference point should inappropriate behavior occur later.
- When you are establishing and promoting guidelines for behavior in your course, it is important not to articulate standards you are unwilling to enforce. Likewise, standards for classroom behavior should be fairly and consistently applied, otherwise confusion and resentment may result.
- Model professional behavior. Respond to inappropriate remarks in a professional, mature manner. Put-downs or witty comebacks tend to escalate the situation.
- If possible, pause until everyone quiets down, and make direct eye contact. Disruptive students are not always aware that they are bothering others.
- When the problem is isolated to one student, speak privately with the student. Use “I” messages such as, “When I see you _____; I feel _____; and I need the activity to stop.”
- Seek consultation from experienced colleagues or your Director.
- If the problem continues, issue a written warning to the student addressing concerns and consequences for non-compliance (e.g., risk of a lower grade if classroom participation is a percentage of the course grade and/or referral to the Office of Student Affairs).
- If verbal admonishment is not effective, give the student the option of modifying the undesirable behavior or leaving the class for the remainder of the period. Instructors may tell a student to leave class temporarily.
- If a student prevents you from moving on to another topic, take control of the discussion, express the need to cover all of the material, and invite the student to continue the conversation during your office hours.
- If you are seeing a pattern of disruptive behavior, consult with your Director, and if necessary, the Office of Student Affairs. All students, including those with psychological disabilities, are required to comply with regulations set forth in the Student Code of Conduct.
- Document all incidents and your attempts to resolve the situation. Be factual and objective. Use quotations whenever possible. Contact the Office of Student Affairs if you want to consult about possibly referring incidents for disciplinary action.
- If a student is making threats of violence to him/herself and/or to others, immediately contact the University Police Department. Document the incident(s) and forward the information to the Office of Judicial Affairs as soon as possible.
- When meeting with the disruptive student
  - Remain calm. This may be difficult if the student is agitated or confrontational, but your calm and reasoned response will best control the meeting.
Do not take behavior or remarks personally, even though they may be directed at you. Disruptive behavior usually results from other life problems or a general academic frustration.

- Be specific about the inappropriate behavior the student has exhibited. Describe the behavior, don't focus on the person. Explain why the behavior is a problem.
- Ask questions and summarize what you hear the student saying. Respectful concern may enable you, the educator, to help the student be successful both in your class and in his or her general university experience.
- Focus on areas of agreement between you and the student.
- Conclude by summarizing any resolution and articulating expectations for the future. Be clear that the results of continued inappropriate behavior will be a referral to the Office of Student Affairs.

Adapted from “Why can’t I bring my iguana to class?” distributed by Minnesota State University, Mankato; and from CSU Fullerton, Judicial Affairs by D. Griffith, retrieved 7/13/2006 from http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/disruptive_behavior.html

**Academic Integrity**

There are specific guidelines for standards of conduct for students found in the Oracle, beginning on page 42. This document also addresses the academic misconduct definitions and penalties.

**Grade Appeals**
From the Undergraduate Academic Catalog

Faculty members have the authority to grade student work and to assign grades; these grades are academic judgments based on academic content, course requirements, and student performance, as enumerated on the course syllabus provided by each faculty member. Faculty members render academic judgments when a student's academic performance violates established standards or fails to meet stated expectations. Students may not appeal grades based on allegations concerning the competence of a faculty member, the fairness of examinations, the difficulty of a course, or other matters of a purely academic nature. While it is recognized that faculty hold the right and responsibility to grant a grade, a student who receives a course grade that he or she believes to be unwarranted for reasons other than those listed above may appeal that grade using the university procedure adopted for this purpose. Grades for individual assignments and exams may not be appealed.

**Step 1.** Within the first four weeks of the start of the following semester in which the grade is received, the student shall have informally appealed the grade to the instructor. If the instructor is not teaching at the University during the term following issuance of the grade, the student should make contact with the department chair for further instructions for whom to contact.

**Step 2.** If the issue is not resolved at this informal level and the student wishes to pursue the appeal, the student shall request in writing a meeting with the respective department chair. This request shall be addressed to the chair directly and shall be
received no later than the end of the fifth week of instruction of the term following issuance of the grade. The request must summarize the student’s complaint and the student’s informal appeal to the instructor.

Step 3: Within two weeks of receipt of the request, the department chair shall meet personally with the student and with the instructor, separately or at the same time. If the chair upholds the decision, the decision is final.

Step 4: If the chair does not support the decision of the instructor, the matter shall be appealed to the appropriate dean. Within two weeks of the meeting between the instructor and the chair, the dean shall meet with the student, the instructor, and the chair, separately or together. If the dean supports the original grade, the matter is closed. If the dean does not support the original grade, the dean will inform the instructor of the decision and attempt to find a reasonable solution. If this resolution is not possible, the dean will determine the appropriate academic remedy, which may include change of grade, and inform the instructor in writing of this decision. The instructor then will have two weeks to appeal the decision to the Faculty Council, which will convene the Faculty Personnel Advisory subcommittee to hear the issue and determine a ruling. (While this process is an appellate right of faculty, the due process rights of the student will also be observed.) The decision of the Faculty Personnel Advisory subcommittee is final.

Barring unusual circumstances, the matter shall be resolved before the end of the first full semester following issuance of the grade. It is the student’s responsibility to initiate the appeals process within the timelines set forth in this procedure.

Note: Students may not use this procedure to appeal grades resulting from violations of academic honesty. Students should refer to the Oracle, the University’s official student handbook, for these appeals.

Clinical Instruction

Teaching in the Clinical Setting

Effective clinical teaching – an overview

Faculty who teach in the clinical setting are the crucial link to successful experiences for students. Being knowledgeable and being able to share the knowledge with students in clinical settings is essential. Having knowledge of the theories and concepts of the practice of nursing is important, as well as the ability to convey the knowledge to the student. Characteristics of effective clinical teachers identified by Billings and Halstead include the following:

Effective clinical teachers:

i. Create an environment that is conducive to learning that requires:
   1. Knowledge of the practice area
   2. Clinical competence
   3. Knowledge of how to teach
   4. A desire to teach

ii. Are supportive of learners, such support requires:
   1. Knowledge of the learners
   2. Knowledge of the practice area
3. Mutual respect
   iii. Possess teaching skills that maximize student learning; this requires an ability to:
      1. Diagnose student needs
      2. Learn about students as individuals, including their needs, personalities, and capabilities
   iv. Foster independence so that students learn how to learn
   v. Encourage exploration and questions without penalty
   vi. Accept differences among students
   vii. Relate how clinical experiences facilitate the development of clinical competence
   viii. Possess effective communication and questioning skills
   ix. Serve as a role model
   x. Enjoy nursing and teaching
   xi. Are friendly, approachable, understanding, enthusiastic about teaching, and confident with teaching
   xii. Are knowledgeable about the subject matter and are able to convey this knowledge to students in their practice area
   xiii. Exhibit fairness in evaluation
   xiv. Provide frequent feedback

Goals of Clinical Nursing Education (O’Connor)
1. Applying theoretical learning to patient care situations through the use of critical thinking skills to recognize and resolve patient care problems and the use of the nursing process to design therapeutic nursing interventions and evaluate their effectiveness
2. Developing communication skills in working with patients, their families, and other health care providers
3. Demonstrating skill in the use of therapeutic nursing interventions in providing care to patients
4. Evidencing caring behaviors in nursing actions
5. Considering the ethical implications of clinical decisions and nursing actions
6. Gaining a perspective on the contextual environment of health care delivery
7. Experiencing the variety of professional nursing roles within the health care delivery system

List of Clinical Agencies
1. The Secretary to the Director of the School of Nursing maintains the master list of agencies with which the School of Nursing has clinical agreements. Program Directors also have lists of clinical agencies with which we have clinical agreements.
2. It is recommended that you check with your Director to ensure that agencies you are using have a current clinical agreement with the School of Nursing.
3. Clinical agreements may vary. Request an updated copy of the specific agency agreement for review prior to arranging clinical experiences.
Arrangements for Clinical Space

1. It is the lead instructor's responsibility to arrange for clinical space for the course. Scheduling meetings are held annually at Baptist in Montgomery and at Southeast Medical Center in Dothan. The contact person at other facilities can be found on the list of clinical agencies.

Arranging Clinical Experiences

1. The lead instructor should contact the unit where the clinical will be held and provide them with the clinical objectives, calendar of dates and times for student experiences, and the name of the instructor accompanying the students. The lead instructor may delegate this to the full-time faculty as appropriate.
   a. If an instructor is not familiar with the agency, he/she should make arrangements to orient to the agency prior to accompanying students.
   b. The lead instructor makes recommendations to the Program Director for adjunct faculty in the course, and is responsible for the orientation of the adjunct faculty to the School of Nursing and the course.
   c. The lead instructor should work closely with the adjunct faculty during the semester to assist with questions or student issues that may arise.
   d. The lead instructor should send a letter or email to the unit manager at the completion of the clinical rotation thanking them for their assistance and the learning opportunity.
   e. Agency orientation is the responsibility of the instructor. All students are oriented to Baptist, Troy Regional, Flowers, and Southeast Alabama Medical Center during their first semester in the clinical sequence. There may be additional requirements for orientation to computerized documentation. The contact person at Baptist is Laura Harris; the contact person for computer documentation at SAMC is Renee Brooks.
   f. Orientation to the clinical agency should include the agency’s mission, goals, and philosophy, mandatory topics such as fire safety and universal precautions, a tour of the unit, information on parking and meals. One strategy for unit orientation is to conduct a scavenger hunt on the unit to familiarize the students with the layout and the supplies.
   g. Clinical hour calculation
      i. Each course has a credit hour to clock hour ratio. The majority are a 2-clock hour to for each credit hour ratio. To determine the number of hours the student should spend in clinical for the semester, you would multiply the course credit hours x the clock hours, and multiply x 15 weeks in a semester. This is the total number of hours the students should spend in the lab and clinical. You may schedule lab and clinical days to be 4, 6, or 8 hours in length.
      ii. For example: if the course is a 2 credit hour course, that would be 4 hours per week x 15 weeks for a total of 60 hours for the semester. If you have them do 2 lab days of 6 hours each, that's 12 hours. The remaining 48 hours you may choose to do in 8-hour days, so they would have 6 clinical days of 8 hours each. In calculating lab time, if the student only comes in for an hour on a lab day for skills validation, then you would count an hour, not an entire day.
Faculty Requirements and Dress for Clinical

a. Faculty should maintain current liability insurance, CPR, TB test, physical exam, and titers on file.
b. Dress for faculty in the clinical area is at the discretion of the faculty, and should reflect the professional image of the nurse and the School of Nursing.
c. The nursing photo ID is required.

Student Dress for Clinical

a. The student dress code is outlined in the Student Handbook.

Supervision of Students in Clinical

a. The Alabama Board of Nursing sets the ratio of faculty to students in the clinical setting as 1:8.
b. Responsibilities in the clinical area
   i. The instructor is responsible for the instruction and supervision of students in the clinical area. The instructor is responsible for the provision of learning experiences that facilitate application and integration of theoretical principles, active participation and experience in patient care management, and observation with active participation in professional roles for nurses in different settings. The instructor is also responsible for ensuring patient safety and for the school’s compliance with policies established by the clinical agency.
   ii. The instructor is responsible for maintaining open communication with the staff nurses and nurse manager of the unit by discussing clinical objectives and clarifying the activities of the students prior to the clinical experience. It is often helpful to post the student assignments for the day with the staff, and perhaps put a note on the medication administration record if the students will be giving medications as a reminder to the nurse. You may also want to give a list of student assignments to the patient care assistants, and to the charge nurse. It may also be helpful for the students to have a summary of their objectives for the day, and perhaps a list of skills that they can and cannot perform to share with their assigned nurse if necessary to avoid any confusion.

c. Patient Assignments
   i. As the instructor you may choose to visit the clinical agency the day before the scheduled clinical and choose the patient assignment. Some instructors do this, and then email the students with the pertinent information so that they are prepared on the following day. As an alternative, you may want to give the students a generic list of preparation items with the expectation that many patients on the unit will have some of the same types of problems. There are advantages to pre-assigning in that the students can then look up all the information and be prepared for that patient. The disadvantages include the reality that the patient may no longer be a patient on the clinical day.
   ii. When making patient assignments, it is also a good idea to confer with the staff nurses and/or charge nurse in an effort to create the most positive experience for the student. On some units, staffing
assignments may be influenced by student assignments, so good communication with the staff nurses is very important.

iii. Regardless of the timing of patient assignments, the students should have clear guidelines for the definition of “being prepared for clinical”, whether it is generic routine care of certain patient populations, or specific to one patient assigned.

d. Student errors in clinical

i. Mistakes are a part of the learning process. By creating a caring learning environment in which the student is both accountable and responsible, the instructor can use the student’s mistakes as a valuable teaching tool. In the case of a medication error, the instructor, the student, and the staff nurse should consult with the patient’s physician to correct the error and ensure patient safety.

ii. Appropriate documentation is essential for the student’s evaluation and for instances in which the mistake affects patient care. Medication errors or issues involving patient safety should be discussed with the program director to ensure that risk management procedures are followed from the School of Nursing’s standpoint.

e. The First clinical day

i. The initial meeting with the student group sets the tone for the entire clinical experience. To be effective, the clinical instructor should make clear the structure of the learning experience and the expectations. These expectations can be presented as professional behaviors observed by all nurses in their practice and include

1. Accountability
   a. Involves honesty in patient care
   b. Punctuality
   c. Attendance

2. Responsibility
   a. Being prepared for clinical
   b. Actively participating
   c. Completing assignments in a timely manner
   d. Maintaining safety

3. Professional decorum
   a. Adherence to dress code
   b. Comportment (keeping voice at reasonable level)
   c. Collegiality and respect
   d. Confidentiality

Teaching- Learning Principles in the Clinical Setting

a. Readiness to learn – the student must be motivated and “fully present” in the clinical setting. By using pre-conferences, preliminary nursing rounds, and listening to report, the clinical instructor can bring the students’ attention into focus. The clinical instructor may have to create the “teachable moment” for the student. Being aware of the need to periodically reengage the student in the day’s learning is also important for the clinical instructor.

b. Variety – the students and instructor may become bored with the routine of the learning experience. The clinical instructor may need to introduce a change of pace occasionally to reengage the students in learning. Examples include planned rotations off the clinical unit, observation experiences, or
attending a staff educational in-service. Variety may also be achieved by varying the patient demographics and diagnoses.

c. Repetition – multiple exposures to the same concepts can be useful in reinforcing and enhancing learning.

d. Transfer of learning – students often have difficulty recognizing that knowledge is built upon previously learned concepts. The role of the instructor in this case is to guide the student to the appropriate area of knowledge that must be accessed in order to understand the situation, then allowing the student to identify and apply the specific information. This also builds self-confidence in the student when they understand that “I did know that”

e. Making learning meaningful – students will become more engaged if they recognize that the learning experience will aid them in meeting their goals. To effectively do this, the clinical instructor will need to know what the student’s goals are. By discussing the student’s specific goals for the learning experience, the instructor can guide the student toward goal achievement.

Teaching strategies for the clinical experience

a. Pre-conference
   i. This is useful for the instructor to answer questions, provide a review of what is expected for the day, and to talk with the students to decrease student anxiety levels.
   ii. This time is useful to assist the student in organizing their day and prioritizing the care they must give.

b. The clinical day
   i. The structure of the clinical day will vary according to the course, the course objectives, and the level of the student.
   ii. Teaching methods
      1. Demonstration
         The instructor explains the concept, shows the student how to apply the concept or perform the procedure, then elicits a comparable performance from the student
      2. Discussion & questioning
         Instructors ask questions of the students, students ask questions of the instructor. Skilled questioning stimulates the discovery of the idea or answer by the student.
      3. Observation assignments
         Students are assigned to observe various aspects of health care. This assignment should be guided by specific objectives.
      4. Process recording
         This often used to help students develop communication and relationship skills. Students are asked to record conversations between themselves and their patients. By analyzing their communication patterns, learners can improve their professional interactions.
      5. Clinical logs or journals
The student is asked to write notes about the clinical day. This may be based on assigned topics to address, such as skills they performed, or reactions to care provided.

6. Nursing rounds
The purpose of nursing rounds is to expose learners to more nursing situations and to encourage them to consult with each other in planning and evaluating patient care. The learners inform their patient that their classmates and instructor will be in for a brief visit. Before entering the room, the assigned student briefly informs the group about the patient and the diagnosis. Once in the room, the assigned student interacts with the patient while the others observe as much as they can about the patient and the environment. The instructor may point out the use of certain equipment or procedures. All other discussion occurs after leaving the patient room.

c. Post-conference
i. This can be an ideal opportunity for pointing out application of theory to practice, and for evaluating nursing care. The post-conference session should be guided by specific objectives so that this time does not result in an unstructured summary of the day.
ii. The primary topic of discussion should be congruent with the clinical objectives or the topic in the didactic portion of the course. Other ways of structuring this session may include having the student evaluate their care and give rationales for their nursing interventions.

Role modeling in the clinical setting
a. Wiseman (1994) identified four major categories of role model behaviors and suggested that instructors consider which behaviors are important, how these can be demonstrated, and then provide positive feedback to the student when the behaviors are exhibited.
b. These behavior clusters are:
   i. Technical know-how
      1. Demonstrates the use of equipment unique to the clinical setting
      2. Demonstrates nursing care procedures
      3. Demonstrates up-to-date nursing practice
      4. Demonstrates ability to care for patients' needs
      5. "Pitches in" when needed to assist students
   ii. Interpersonal effectiveness
      1. Uses therapeutic communication skills with patients
      2. Interacts with physicians in a confident manner
      3. Displays a sense of humor in appropriate context
      4. Demonstrates a caring attitude toward patients
      5. Demonstrates a caring attitude toward students
      6. Appears to have respect for agency personnel
      7. Provides a positive atmosphere for students to learn
      8. Listens to students' point of view
      9. Gives positive feedback
iii. Critical thinking
   1. Listens to change of shift reports
   2. Asks questions regarding patient’s condition
   3. Demonstrates problem-solving ability in the clinical setting

iv. Professional role behaviors
   1. Reports clinical data to staff personnel in a timely fashion
   2. Identifies self to patients when first meeting them
   3. Is neat and clean in personal appearance
   4. Keeps confidential information to self
   5. Is organized in the clinical setting
   6. Is flexible when the situation requires a different approach
   7. Demonstrates accountability for own actions
   8. Demonstrates an enthusiastic attitude toward nursing

Evaluating the clinical performance (DeYoung)

   a. Each course has course objectives that are congruent with the program objectives. The method of evaluation of the student’s clinical performance may vary somewhat, but there is consistency within the program for accreditation purposes. Each instructor should carefully review the clinical performance documentation with all instructors teaching in the clinical course for consistency.

   b. Feedback should be given to the students on a regular basis. If a student is unsafe, a private conversation should be held with the student to discuss the instructor’s concerns. Appropriate documentation of this conversation is also very important. Documentation should clearly describe the unsafe practice, the objective(s) not met, the actual consequences to the patient, consequences if the student does not meet the objective(s), and the student’s comments. Students who are not meeting the course objectives need to be aware of this as soon as possible, and appropriate documentation should be initiated. One strategy to assist the student is to work with the student to develop a specific plan for their improved performance and have the student sign this plan.

   c. Anecdotal notes are helpful to keep track of student performance. It is important to record both strengths and weaknesses, and to make notes on all students, not just the weaker students. Keeping notes on only the students with problems could be seen as discriminatory.

   d. Evaluation of students that are in the community setting or working with preceptors may be more challenging. Site visits are very important, and conferences with the staff nurses working with the student can provide valuable information. It is helpful to schedule as many visits as possible and actually observe as many activities as possible with the student. When you are not present at a clinical site, it is imperative that there is an efficient and effective method of communication for students to contact you if they have questions or need help.

   e. Formative evaluation is ongoing feedback given throughout the semester. This may be graded or non-graded. Formative feedback may be given orally or in writing. Formative evaluation is the basis for summative evaluation.
Summative evaluation is the summary evaluation given at the end of clinical experience. Summative evaluation results in a grade of some type being given. Clinical evaluation tools may differ among programs and courses, but they should all meet the following:

i. The items should derive from the course objectives
ii. The items must be measurable in some way.
iii. The items and instructions should be clear to all who use the tool.
iv. The tool should be practical in design and length.
v. The tool must be valid and reliable.

f. Evaluation data may be gathered from several sources. Of course the instructor’s observation of the student will be included, but the instructor may also ask the assigned patient broad questions to elicit data about the student’s overall interaction. The instructor may also ask the staff nurse that worked with the student for informal input. Learner self-evaluations are also very useful. Students can be asked to grade themselves for the day’s experience using the same tool the instructor uses, and provide rationales for their self-reported grade. This can be a valuable tool to promote reflection and critical analysis of self-performance.

References for Clinical Teaching


Classroom Instruction

Course Syllabus

A course syllabus is required for each course. A template for traditional and online courses is available in Appendix D.

Once the syllabus has been distributed to the students, it is a contract, and evaluation methods and calculation of the student grade should not be changed during the semester. Doing so will frequently lead to student grade appeals. The calendar will often change, but try to avoid changing exam dates, as students tend to build their schedule around last minute study sessions.

The First Day of Class

Preparation for the first day:

Know your course syllabus (and beyond). You need to be very familiar with the details of the syllabus. Where are the books available? How much do they cost? What are your expectations for papers? How difficult are the exams? Many of the student’s questions will require you to provide answers that go beyond the written syllabus.

Meet with the course director. This meeting may occur during an orientation session or you may need to make an appointment with the faculty member who is the course director for a class. Ask questions about the goals, grading policies, and expectations regarding the course.

Set your office hours. It is important to choose office hours that are convenient for you and your students and to actually be in your office at the times you have announced. If you will not be able to hold your office hours, let your students know (preferably in advance).

Observe the first day of class of an experienced teacher. If your class meets later in the day or not on the first day, it could be helpful to attend the class of an experienced colleague to see how he/she handles the first day of class.

Visit your classroom. Try out the classroom by checking to see where the lights are located, how to operate the equipment, how loud you must talk in the room. It helps to reduce your anxiety when you have some familiarity with your surroundings.

Make a list of what you want to do on the first day and the materials you need to take to class. This insures that you will be organized and won’t forget something you meant to do.

The first day sets the tone
The first day sets the tone for the rest of the semester. It is essential to get the class off to a good start. There are a number of significant goals that a teacher must attend to on the first day, including establishing rapport, creating a positive learning environment, handling administrative details, and generating excitement.

Establishing Rapport
Introduction. Students need to know that you are personable and accessible. You can begin to establish rapport by taking time in the first class to tell your students about yourself. You should tell students what you want to be called because they are often confused about what is appropriate. Tell them something about your background, your enthusiasm for teaching this course, how you got interested in this subject matter.

Learn student’s names. Students will work harder and respond more if they believe that their instructors are interested in them as individuals. Learning student’s names is the first step in establishing that interest. There are many ways to learn student names.

Gather information about students. You collect information about students to help you adapt your course to their needs. Think about what kinds of questions you might want to ask your students. Some instructors have students record this information on index cards. Others ask students to complete a pre-test to determine what students know about the subject before starting the course.

Arrive early and/or stay late. Small talk with students is a way to establish that you are accessible. It is never too early to let students know this--you can do this on the first day. Many times this will provide an opening for students to ask questions they will not ask in class.

Creating a Positive Learning Environment
Promote opportunities for student interaction. If your course will involve discussion, the first day of class should create an opportunity for interaction. You can ask students to interview another student and then introduce that student to the class.

Facilitate future contact between students. You can create a list of e-mail addresses of students in the class or you might consider developing shared e-mail contacts among small groups of students to share missed homework assignments and facilitate study groups within your class.

Encourage students to ask questions. You can divide your class into groups to review the syllabus and then ask each group to generate questions. Asking for questions, providing students with the opportunity to generate questions, and treating them with respect from day one will encourage students to ask questions in your course.

Ask students to write reactions to the first day. This request also sets the tone that you are interested in receiving feedback. This anonymous feedback solicits questions students still need to get answered and what they think went well.

Handling Administrative Details
Write course number, section, and title on board. This helps students to figure out whether they are in the right place. It makes everyone feel a little more secure.
Take attendance. You should have a course list of the students enrolled in your class. Take attendance and figure out who is present that is not on your list. If the class list was printed some time ago, it may already be out of date and you may have some students who are actually registered in your class but who are not showing up on your class list yet.

Review any pre-requisites. If your class has pre-requisites that are necessary before students can enroll in the course, be sure you make this clear on the first day.

Review syllabus. Highlight the essential components (e.g., attendance, assignments, grading) but do not read the syllabus to the students. Ask whether there are questions about any of these basic elements of the course.

Creating Excitement about the Course
Introduce the course. Explain the student learning outcomes of the course and why it is important for these students to be excited about learning this material.

Be enthusiastic about the course. Let your students see that you think this material is fascinating.

The Burning Question.
One way to create excitement about the course on the first day is to introduce a burning question that you ask students to begin to think about related to your course. This question should draw students into the material. You can ask students to brainstorm the questions they would like to answer on the topic covered in the course and then structure a part of the course to address these issues.

The Video Clip. Another way to create excitement is to view a relevant video clip to foster discussion on an interesting topic that will be covered in the class.

After the class
Review student names before the next class period.

Reflect on your experience. What went well? What would you like to improve next time?

References


For More Information on the First Day of Class:
Brooks, C. Welcoming students on the first day. Video Clip (Requires Real Player) http://www.cte.iastate.edu/resources/visitsFirstDay.html

Course Revisions

If there are other faculty members teaching in the course, you should discuss proposed changes with them before making those changes.

Course Description and Course Learning Outcomes – must be sent to Curriculum committee for approval, then approved by faculty, then to Undergraduate or Graduate Academic Council

Textbooks – there is a Textbook Evaluation Form that is completed and returned to the Curriculum committee, then approved by faculty. Once it has been approved by faculty, a copy should go to the Departmental Secretary for ordering.

Course Content – should be sent to the Curriculum committee for discussion.

Use of Technology

Blackboard

Blackboard (Bb) is the course management system that is used by students in all TROY courses. Course syllabi, learning activities, and grades are posted through Bb. It interfaces with Datatel and Trojan Web Express. Course shells are created in Blackboard, usually 3 weeks before the start of the semester, and the instructor is responsible for adding course materials to the course shell for student access.

Your login for Blackboard (Bb) is the same as your Trojan Web Express (TWE) login. Your Blackboard password is the last four digits of your social security number.

Instructors must complete the Blackboard proficiency modules to maintain Blackboard access. To register for this module, you should contact Lee Scarborough in the Distance Learning Center (lscarborough@troy.edu).

Course shells are generated when Tamara Jones in the Records Office at Troy enters the instructor in Datatel and associates them with the course. If you are not listed as an instructor for a course, contact your Departmental Secretary so that she can do a master schedule change and submit to the Records Office so that you can be added. In Montgomery, Crystal Bishop handles the creation and management of course shells. In Phenix City, Cedy Spivey handles the creation and management of course shells.

A note about the grade book – it is a good idea to download your grade book and save it frequently. There have been occasions in which Blackboard went down and grades were lost.
PowerPoint
Many instructors use PowerPoint in their course delivery. It is suggested that you save your PowerPoint in .pdf format to post in Blackboard as it is more efficient and retains formatting. To do this, in PP, click on File > Print > when the dialog box opens, choose Printer Name = Adobe PDF, choose Print What = Handouts, choose Format = 6 per page, and choose Color/Grayscale = Pure Black & White. This will create a file that you can upload into Blackboard that will be easier for the students to print.

Teaching in Nursing
Teaching in nursing is a complex activity that integrates the art and science of nursing and clinical practice into the teaching-learning process. Teaching involves a set of skills, or competencies that are essential to facilitate student outcomes. These competencies can be developed through educational preparation, faculty orientation programs, and faculty development opportunities. (Billings & Halstead)

**NLN Core Competencies of Nurse Educators**
With Task Statements

**Competency 1 – Facilitate Learning**

Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. To facilitate learning effectively, the nurse educator:

- Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context
- Grounds teaching strategies in educational theory and evidence-based teaching practices
- Recognizes multicultural, gender, and experiential influences on teaching and learning
- Engages in self-reflection and continued learning to improve teaching practices that facilitate learning
- Uses information technologies skillfully to support the teaching-learning process
- Practices skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts
- Models critical and reflective thinking
- Creates opportunities for learners to develop their critical thinking and critical reasoning skills
- Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students
- Demonstrates interest in and respect for learners
- Uses personal attributes (e.g., caring, confidence, patience, integrity and flexibility) that facilitate learning
- Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments
- Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice
- Serves as a role model of professional nursing

**Competency 2 – Facilitate Learner Development and Socialization**

Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role. To facilitate learner development and socialization effectively, the nurse educator:

- Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners
- Provides resources to diverse learners that help meet their individual learning needs
- Engages in effective advisement and counseling strategies that help learners meet their professional goals
- Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners’ self-reflection and personal goal setting
- Fosters the cognitive, psychomotor, and affective development of learners
- Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes
- Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation
- Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy.

**Competency 3 – Use Assessment and Evaluation Strategies**

Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning. To use assessment and evaluation strategies effectively, the nurse educator:

- Uses extant literature to develop evidence-based assessment and evaluation practices
- Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains
- Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals
- Uses assessment and evaluation data to enhance the teaching-learning process
- Provides timely, constructive, and thoughtful feedback to learners
- Demonstrates skill in the design and use of tools for assessing clinical practice.

**Competency 4 – Participate in Curriculum Design and Evaluation of Program Outcomes**

Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment. To participate effectively in curriculum design and evaluation of program outcomes, the nurse educator:

- Ensures that the curriculum reflects institutional philosophy and mission, current nursing and health care trends, and community and societal needs so as to prepare graduates for practice in a complex, dynamic, multicultural health care environment
• Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies
• Bases curriculum design and implementation decisions on sound educational principles, theory, and research
• Revises the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends
• Implements curricular revisions using appropriate change theories and strategies
• Creates and maintains community and clinical partnerships that support educational goals
• Collaborates with external constituencies throughout the process of curriculum revision
• Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program

Competency 5 - Function as a Change Agent and Leader

Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice. To function effectively as a change agent and leader, the nurse educator:
• Models cultural sensitivity when advocating for change
• Integrates a long-term, innovative, and creative perspective into the nurse educator role
• Participates in interdisciplinary efforts to address health care and educational needs locally, regionally, nationally, or internationally
• Evaluates organizational effectiveness in nursing education
• Implements strategies for organizational change
• Provides leadership in the parent institution as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community
• Promotes innovative practices in educational environments
• Develops leadership skills to shape and implement change.

Competency 6 - Pursue Continuous Quality Improvement in the Nurse Educator Role

Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential. To pursue continuous quality improvement in the nurse educator role, the individual:
• Demonstrates a commitment to life-long learning
• Recognizes that career enhancement needs and activities change as experience is gained in the role
• Participates in professional development opportunities that increase one’s effectiveness in the role
• Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution
• Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness
• Engages in activities that promote one’s socialization to the role
• Uses knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment
• Mentors and supports faculty colleagues.

Competency 7 – Engage in Scholarship

Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity. To engage effectively in scholarship, the nurse educator:

• Draws on extant literature to design evidence-based teaching and evaluation practices
• Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role
• Designs and implements scholarly activities in an established area of expertise
• Disseminates nursing and teaching knowledge to a variety of audiences through various means
• Demonstrates skill in proposal writing for initiatives that include, but are not limited to, research, resource acquisition, program development, and policy development
• Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality, and creativity.

Competency 8 – Function within the Educational Environment

Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social and economic forces impact their role. To function as a good “citizen of the academy,” the nurse educator:

• Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues
• Identifies how social, economic, political, and institutional forces influence higher education in general and nursing education in particular
• Develops networks, collaborations, and partnerships to enhance nursing’s influence within the academic community
• Determines own professional goals within the context of academic nursing and the mission of the parent institution and nursing program
• Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers
• Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues
• Assumes a leadership role in various levels of institutional governance
• Advocates for nursing and nursing education in the political arena.

These competencies were developed by the NLN’s Task Group on Nurse Educator Competencies - Judith A. Halstead, DNS, RN (Chair), Wanda Bonnel, PhD, RN, Barbara Chamberlain, MSN, RN, CNS, C, CCRN, Pauline M. Green, PhD, RN, Karolyn R. Hanna, PhD, RN, Carol Heinrich, PhD, RN, Barbara Patterson, PhD, RN, Helen Speziale, EdD, RN, Elizabeth Stokes, EdD, RN, Jane Sumner, PhD, RN, Cesarina Thompson, PhD, RN, Diane M. Tomasic, EdD, RN, Patricia Young, PhD, RN, Mary Anne Rizzolo, EdD, RN, FAAN, (NLN Staff Liaison)
Characteristics of “The Good Teacher”

a. Skillful in interpersonal relationships with students, demonstrated by:
   i. Taking an interest in students
   ii. Being sensitive to students’ feelings and problems
   iii. Conveying respect for students
   iv. Alleviating students’ anxieties
   v. Being accessible for conferences
   vi. Being fair in dealing with others
   vii. Permitting students to express differing points of view
   viii. Creating an atmosphere in which students feel free to ask questions
   ix. Conveying a sense of warmth
   x. Empathetic listening
   xi. Acceptance
   xii. Honest communication

b. Professional competence
   i. Presenting the material in an organized, clear, and interesting manner
   ii. Self-confidence in professional knowledge

c. Personal qualities
   i. Enthusiasm
   ii. Cheerfulness
   iii. Consideration
   iv. Honesty
   v. Calmness & poise
   vi. A sense of humor
   vii. Control of anger
   viii. Flexibility
   ix. Neat appearance

The Learning Process

Learning theories

a. Cognitive
   i. Ausubel, Piaget, Vygotsky
   ii. The focus is on the mental process responsible for the behavior and its meaning
   iii. Learning is an active process in which the learner constructs meaning based on prior knowledge and view of the world (DeYoung)

b. Behavioral
   i. Pavlov, Thorndike, Skinner, Glaser
   ii. Learning is all about the stimulus and the response, and is based on reinforcement
   iii. This type of learning may be useful in skills training.

c. Social Learning
   i. Bandura -Learning takes place through modeling, attentional processes will determine which behaviors will be learned, and retention processes refer to the ability to retain modeled behaviors

Educational Models

1. Knowles’ Principles of Adult Learning -Malcolm Knowles’ definition of andragogy that has become a cornerstone in the foundations of adult education. By Knowles’
definition, andragogy is an “emerging technology for adult learning”. This theory included the concept that adults are self-directed learners and that the unique characteristics of adult learners developed as they matured. Andragogy is based on four crucial assumptions about the characteristics of adult learners that are different from the assumptions about child learners. According to Knowles, these assumptions included:

a. Self-concept. As a person matures his self-concept moves from one of being a dependent personality toward one of being a self-directed human being.

b. Experience. As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning.

c. Readiness to learn. As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.

d. Orientation to learning. As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness. (Knowles, 1970, p. 39). He spoke of teaching as “a process of guided interaction.” Knowles further indicated facilitators must guarantee adults quality instruction, concrete evidence that their efforts will make a difference, and continued feedback regarding the learning process.

2. Caring

The caring curriculum has its roots in the humanistic educational theories. Based upon nurse theorists such as Watson, Boykin and Schoefener, Bevis, and Leininger, the caring framework integrates concepts and principles from the humanistic existentialist perspective. In addition, Benner’s work describing the transition from novice to expert is an important component of this model. The educational theory of constructivism is also an integral component in a caring curriculum.

The goal of the caring curriculum is to create an educational experience in nursing that is more in accord with true education and consistent with the professional nursing philosophy and values that are an integral part of contemporary nursing practice, research, and education (Billings & Halstead, 2005).

The educational experience is based on a caring relationship between students and faculty. The role of the faculty in a caring curriculum is to eliminate adversarial relationships with students. By creating an environment that is open, honest, caring, and supportive for faculty and students, learning is enhanced. The faculty serve as guides to facilitate learning and student discovery.

Learning Styles

The concept of cognitive learning styles, or learning preferences, has been recently explored in an attempt to characterize the individual’s preferred method of learning. Felder (1996) describes learning styles as the different ways in which children and adults think and learn. Many researchers have attempted to define the types of learning styles in great detail. The various definitions of learning styles often include such terms as conditions, content modes, expectations, stimuli, distinctive behaviors, dualities, conceptual level, past experience, environment, deep and shallow information processing, field dependence/independence, and other characteristic patterns of processing information that appear to have notable differences, which reveals that not only are there striking differences in the way people learn and process information, but there are significant differences in how learning styles are defined and measured. There is little argument that learning preferences
should be taken into account when planning instruction, so that the learner will receive the
greatest benefit from the method of instruction. Throughout the literature, most researchers
agree that while students have one dominant learning style, they possess several different
learning preferences in varying degrees. Each student has the ability to learn in various
ways, but because of genetic makeup and past experiences, the student may have
dominant and recessive learning preferences. There are many theoretical frameworks that
attempt to define learning styles, and tools for assessing learning styles. One of the best-
known theorists is Kolb, who defined learning styles as being on a continuum that runs from:

- Concrete experience: being involved in a new experience
- Reflective observation: watching others or developing observations about own experience
- Abstract conceptualization: creating theories to explain observations
- Active experimentation: using theories to solve problems, make decisions (1996).

The Kolb Learning Style Inventory is used to assess learning styles based on this model. This tool, first developed in the early 1970s, has been used extensively to assess learning preferences, with a high degree of reliability and validity.

In addition to Kolb’s work, Gardner’s theory of multiple intelligences has also been
used extensively in learning style assessment. This theory can be summarized into seven
categories. These categories are verbal/linguistic, logical/mathematical, visual/spatial,
music/rhythmic, body/kinesthetic, interpersonal, and intrapersonal. This theory is based on
the assumption that each person has at least eight cognitive areas located in the brain. For
each person these abilities contain different potentials that are emphasized in the learning
process.

Other approaches to individual learning styles include the research of Anthong Gregorc. Gregorc’s model consists of two perceptual qualities, concrete and abstract, and two ordering abilities, sequential and random. It is the combination of these qualities and abilities that provide four primary learning styles, concrete sequential, concrete random, abstract sequential, and abstract random.

There are other theories and tools, such as Kiersey’s Temperament Sorter and the
Myers Briggs Personality Type Indicator that are often used to assess learner’s personality
and learning styles. Regardless of the tools used, or the theory that guides them, most
educators will agree that the individual learner must be taken into account, and the methods
of course delivery designed to optimize learning.

Planning and Conducting Classes

Formulating Student Learning Outcomes

Although the course objectives are in place, the instructor may need to develop
objectives for the class topic or unit of instruction. Objectives should guide the
instruction, serve as an evaluation guide, and guide the student in determining their
focus for the topic.

a. Bloom’s Taxonomy
   i. Three learning domains – cognitive, psychomotor, affective
   ii. It is sometimes difficult to make objectives in each of the domains
      measurable, particularly the affective domain
   iii. The cognitive domain is primarily used for didactic instruction, and
      consists of
         1. Knowledge
         2. Comprehension
         3. Application
Below are some helpful terms when formulating objectives:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
<th>Words to Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite</td>
<td>Identify</td>
<td>Name</td>
<td>Recognize</td>
<td>State</td>
<td>Tabulate</td>
<td>Grasp the significance of</td>
</tr>
<tr>
<td>Count</td>
<td>Indicate</td>
<td>Point</td>
<td>Record</td>
<td>Relate</td>
<td>Tell</td>
<td>Have faith in</td>
</tr>
<tr>
<td>Define</td>
<td>Label</td>
<td>Quote</td>
<td>Relate</td>
<td>Tell</td>
<td>Tell</td>
<td>Internalize</td>
</tr>
<tr>
<td>Describe</td>
<td>List</td>
<td>Read</td>
<td>Repeat</td>
<td>Trace</td>
<td>Trace</td>
<td>Know</td>
</tr>
<tr>
<td>Draw</td>
<td>Locate</td>
<td>Recite</td>
<td>Select</td>
<td>Write</td>
<td>Write</td>
<td>Learn</td>
</tr>
</tbody>
</table>

| Associate      | Convert          | Estimate        | Illustrate    | Report       | Report         | Learn                 |
| Classify       | Describe         | Expand          | Interpolate   | Restate      | Restate        | Recognize            |
| Compare        | Differentiate    | Explain         | Interpret     | Review       | Review         | Internalize           |
| Compute        | Discuss          | Express         | Locate        | Summarize    | Summarize      | Know                  |
| Contrast       | Distinguish      | Extrapolate     | Predict       | Transcribe   | Transcribe     | Understand           |

| Apply          | Demonstrate      | Interpolate     | Practice      | Schedule     | Schedule       | Have faith in        |
| Calculate      | Dramatize        | Interpret       | Predict       | Sketch       | Sketch        | Understand           |
| Choose         | Employ           | Locate          | Relate        | Solve        | Solve         | Recognize            |
| Procedures     | Examine          | Operate         | Report        | Transcribe   | Transcribe     |                        |
| Collect Information | Find Solutions | Order          | Restate       | Use          | Use           |                        |
| Complete       | Illustrate       | Perform         | Review        | Utilize      | Utilize        |                        |
| Construct      |                 |                 |              |             |               |                        |

| Analyze        | Criticize        | Diagram         | Generalize    | Organize     | Organize       | Grasp the significance of |
| Appraise       | Debate           | Differentiate   | Infer         | Question     | Question       | Have faith in         |
| Conclude       | Detect           | Distinguish     | Inspect       | Separate     | Separate       | Internalize           |
| Contract       | Determine        | Experiment      | Inventory     | Summarize    | Summarize      | Know                  |

| Arrange        | Construct        | Formulate       | Manage        | Prescribe    | Prescribe      |                        |
| Assemble       | Create           | Generalize      | Organize      | Produce      | Produce        |                        |
| Collect        | Design           | Integrate       | Plan          | Propose      | Propose        |                        |
| Compile        | Detect           | Invent          | Plan          | Prepare      | Prepare        |                        |
| Compose        | Develop          |                |               | Specify      | Specify        |                        |

| Evaluation     | Appraise         | Criteria        | Develop       | Measure      | Measure        | Learn                 |
| Assess         | Critique         | Estimate        | Rate          | Revise       | Revise        | Recognize            |
| Choose         | Decide           | Evaluate        | Rate          | Select       | Select        | Internalize           |
| Compare        | Determine        | Grade           | Recommend     | Test         | Test          | Know                  |
| Conclude       |                 | Judge           |              |             |               |                        |

| Words to Avoid | Appreciate       |                |              |             |               |                        |
| Be comfortable |                  |                |              |             |               |                        |
| Believe        |                  |                |              |             |               |                        |
| Enjoy          |                  |                |              |             |               |                        |

- 43 -
Organizing Content

a. Organization is the key to a successful course.
   b. Be careful not to try and “cram” too much content into a class session.
   c. By using Blackboard to post materials for the course, it is somewhat easy to present a course that is well organized.

Selecting Teaching Methods

• The method depends on the objectives and the type of learning desired.
• Course content may also dictate teaching methods
• The interests and the abilities of the teacher also affects the choice of teaching methods
• Group size is important to consider for some teaching methods
• Physical resources may also affect the choice of teaching method.

Teaching Methods

Discussion

Discussion is an important teaching tool. Discussion techniques that encourage active student learning are particularly appropriate in helping students:
• Learn to evaluate the logic of and evidence for their own and others’ positions;
• Gain opportunities to formulate application of principles;
• Become aware of and formulate problems;
• Use the resources of other class members;
• Gain acceptance of information and theories counter to folklore;
• Develop motivation for further learning;
• Get prompt feedback on how well learning outcomes are being met;
• Learn to respond quickly to the ideas of others.

Using discussion techniques may require a great deal of instructor forethought regarding how to get hesitant students to participate actively. It is also important to remember that discussions are not conducive to covering a significant amount of content. However, discussion techniques encourage students to participate actively in the teaching and learning process in addition to facilitating the development of critical thinking skills. The following is a summary of several different discussion techniques and strategies for facilitating and improving discussion in the classroom.

Developmental Discussion is a problem solving technique in which problems are broken down into parts/stages so that all members are working on the same stage at the same time. Typical stages include the following: formulating problems, suggesting hypothesis, gathering relevant data, and evaluating alternative solutions. Developmental discussion requires participation from all group members and the participation is directed at a specific goal.

Using Buzz Groups is a way to get all members of a group to participate. Members of a group are divided into smaller clusters of four to six people and the clusters are given one or two questions on a subject. One member of the cluster is chosen to
record and report the cluster’s ideas to the entire group. This technique is particularly useful in larger classes and also encourages shyer students to participate.

**Panel Discussion** is a technique used to stimulate interest and thinking, provoking better discussion. A selected group acts as a panel, and the remaining members act as an audience. The panel informally discusses selected questions. A panel leader is chosen and he/she summarizes the panel discussion and opens discussion to the audience group.

**Debate Discussion** is a technique appropriate for discussing a controversial issue. The group is divided into two sides of pro and con. Each speaker should be limited to a predetermined time and the object should be to convince the audience, not to attack the opponent.

**Role Playing** is a technique used to develop clearer insights into the feelings of people and the forces that facilitate or block good relations. Selected group members spontaneously act out a chosen situation or incident. The whole group then defines the roles and characteristics of the various players.

**Brainstorming** is useful in generating new ideas and getting group members to utilize their thinking potential. The entire group selects suitable problems or questions. The group generates ideas following these suggestions: no critical judgments, strive for quantity of ideas (wild ideas are welcomed), add to or improve on someone else’s idea (if possible). A chosen recorder lists the ideas on the board. The ideas are typed and distributed at the next class meeting. The instructor’s role in discussion is one of facilitating and guiding rather than one of controlling. An instructor should resist dominating or controlling a discussion and limit intervention to guiding and refrocusing.

Perhaps the hardest thing about using the discussion method is getting discussions started and getting students to participate actively. To begin discussions and to get students involved in them, you may want to try some of the following tips and suggestions:

- Allow students time to get prepared for discussions;
- Break larger problems into smaller ones;
- Ask questions at different levels of abstraction;
- Provide encouragement and praise for participation and risk-taking;
- Don’t use unnecessary jargon;
- Learn students’ names;
- Creatively handle disagreements;
- Draw on students’ skills;
- Provide clear instructions for small group work;
- Demonstrate how to critique a theory or hypothesis;
- Start discussions with a common experience or a question, or a controversial issue.

In discussions, very often an instructor encounters the “non-participator... or the “discussion monopolizer.” To encourage the non-participator, an instructor can thoroughly explain the purpose of and guidelines for discussion from the outset, get to know students, have students get to know each other, and reward any contribution with at least a smile. In dealing with the discussion monopolizer, an instructor may have the class discuss the role of member participation in the discussion, have one
member of a group act as a monitor for a few meetings and then report findings back to the group, or approach the student outside of class.

Lecturing
Lecturing is one of the primary methods of instruction college teachers use in their classrooms. The method’s greatest benefit is efficiency. It can be particularly useful for helping students get information on current research and theories, summarizing materials that are scattered over a variety of printed resources, and adapting materials to particular students’ backgrounds and experiences. Lecturing can also build structures and expectations that will enable students to read more effectively.

In order to make the lecturing method most effective, lectures must be well prepared, maintain student attention, and allow for student note taking. In addition, instructor enthusiasm is a key ingredient in a successful lecture. The following is a list of tips useful in making lectures as effective as possible:

Make sure the lecture is well planned and organized. Lectures should be organized around a theme and based on both the logical structure of the subject and the cognitive structure of students’ minds.

Be well prepared during lectures. Don’t take a verbatim prepared copy to the classroom to lecture from; instead, use an outline or a sequence of cue words or phrases.

Give students an outline of what you will cover in the lecture. Previews of what you will cover, and how you will cover it will help students to stay focused on what you are saying and organize their listening and note taking.

Start lectures with a provocative question or a paradox that the lecture will work to answer or solve, or provide the keys to answering the question or solving the problem, in order to gain student interest in the beginning and keep that interest until the end.

Use indicators to let students know what is coming next, when one topic is finished and another is to begin. Words such as consequently, therefore and because are useful in indicating key points.

Give periodic summaries within the lecture. Summaries allow students time to catch up and aid students in organizing knowledge.

Allow students ample time for note taking. Research indicates that note taking aids in student retention. You may want to consider stopping after 7-10 minutes of lecture to have students summarize for the group what you have talked about and why it is important. This sort of self-reflective work helps students to absorb what they hear and synthesize information.

Make eye contact with students and look for lost or confused faces so you will know when students aren’t following the lecture and may need further clarification of a point or a summary of what has been covered so far.

Encourage student participation and/or active learning during lectures by both asking questions periodically during the lecture and allowing time for student questions.
Cooperative Learning
Cooperative learning is a set of teaching and learning techniques that allows students to be active participants in their own learning as well as in the construction of knowledge. In cooperative learning, small groups of students work together to maximize their own and each others learning. Research has shown that cooperative learning techniques promote student learning and academic achievement, increase student retention, enhance student satisfaction with their learning experience, help students develop skills in oral communication, develop students’ social skills, promote student self-esteem, and help to promote positive race relations. Cooperative learning also meets the seven principles for good undergraduate teaching practice by encouraging student-faculty contact, encouraging cooperation among students, promoting active learning, providing prompt feedback, respecting and allowing for diverse talents and ways of learning.

There are five main elements to cooperative learning: positive interdependence, face-to-face interaction, individual accountability, social skills, and reflection. Students must believe that they are linked to other group members, that they are responsible for the learning of others. Instructors must provide assistance, encouragement, time, and physical arrangements to promote student interaction. It is important that individuals understand that they are responsible for their own contribution, and that the group knows which members need more assistance. In order for the groups to function effectively, members must have and use skills in leadership, decision-making, trust building, communication, and conflict management. Generally, these skills must be taught as part of the class/cooperative learning experience, as many students have no experience working collaboratively.

Cooperative teams can be formed in a variety of ways, including letting students choose, or assigning groups based on student interest or ability. Generally, small, heterogeneous groups of three or four students are most beneficial. There are various cooperative learning structures that may be used according to the content and objective of a lesson. Here are some examples:

Think-Pair-Share is a three step cooperative structure. During the first step, individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange their thoughts. In the third step, the pairs share their responses with the other pairs, other teams, or the entire group.

The Three Step Interview requires that each member of a team choose another member to be a partner. During the first step, individuals interview (ask clarifying questions) their partners. During the second step, partners reverse the roles. For the final step, members share their partner’s responses with the team.

Round Robin Brainstorming asks students to contemplate the answer to a question during a period of silence. After the “think time,” members of the team share their responses with one another round robin style. This method can also be used for smaller sized classes.

The Three Minute Review is when the instructor stops the lecture and gives teams three minutes to answer questions, review what has been said, or ask clarifying questions. Cooperative learning structures can also be used when assigning group projects or tasks to students.
To ensure that cooperative learning in the college classroom succeeds at meeting objectives, instructors should have group tasks very organized, assess students on their individual contributions, keep tasks relevant to course objectives, form groups with care, and prepare students with the necessary social skills needed to work cooperatively. It is important to remember that it takes time for students to work together effectively.

**Effective Evaluation**

**Evaluation Defined**

Evaluation is the process of collecting and interpreting information for making judgments about student learning and achievement, clinical performance, employee competence, and educational programs, among others. Through evaluation the teacher determines the progress of students toward meeting the objectives and developing clinical practice competencies and their achievement of them. The data collected provides a basis for further instruction.

**Relationship of evaluation and instruction**

**Objectives (Student Learning Outcomes) to be Attained**

(May be stated as Objectives, Outcomes, Goals, Competencies)

**Assessment of Learner Needs**

**Instruction in Classroom, Clinical Setting, Learning Lab, Online, Other**

**Formative Evaluation**

(For Improving Learning and Clinical Competency)

**Summative Evaluation**

(For Validating Achievement and Clinical Competency)

**Formative Evaluation**

Formative evaluation is defined as feedback to learners about their progress in meeting the student learning outcomes. In the classroom this information may be collected by instructor observation and questioning of students, diagnostic quizzes, small group activities, written assignments, and other activities that students complete in and out of class. The purpose of formative evaluation is to assess where further learning is needed and to guide continued teaching and learning.
**Summative Evaluation**

Summative evaluation is end-of-instruction evaluation designed to determine whether the student has met the student learning outcomes. Summative evaluation occurs at the end of the process to determine the student's grade. Summative evaluation usually assesses broader content areas than formative. Methods commonly used in the classroom include tests, term papers, and other types of projects.

**Measurement**

Measurement is the process of assigning numbers to represent student achievement or performance according to certain rules. Measurement answers the question "how much?"

**Testing**

Tests are one form of measurement. Tests provide a basis for grading and are typically the primary means for grading in nursing courses.

**Student Learning Outcomes/Objectives for Evaluation and Testing**

Student Learning Outcomes/Objectives include the learner, the behavior, and the content. The learning outcome should specify the behavior the student should demonstrate at the end of instruction, and the behavior should be objective and measurable so students can demonstrate what they have learned and teachers can measure their performance.

**Planning for Testing**

*Purpose and population*

The purpose involves why it is to be given, what it is supposed to measure, and how the test scores will be used. The population in the case is the general group of learners to be tested.

*Test Length*

The length of the test is related to its purpose, the abilities of the students, the item formats to be used, the amount of testing time available, and the desired reliability of the test scores. The reliability generally improves as the length of the test increases, so the teacher should include as many items as possible in order to adequately sample the content. Generally, you may allow one minute per item on a multiple choice test. You will also need to consider the amount of content to be tested, and ensure the questions are representative of the all the content, and not specific to one subtopic. For unit exams, it is common to give a 60-80 item test, allowing 90 minutes for completion, on material that might include 6-7 chapters from the text.

*Difficulty and Discrimination Level*

The desired difficulty and ability to differentiate among various levels of performance are also important in planning a test. The difficulty of individual test items affects the average test score; the mean score of the group is equal to the sum of the difficulty levels of the test items. The difficulty level of each test item depends on the complexity of the task, the ability of the students who answer it, and the quality of the teaching. The recommended difficulty level for selection-type test items depends on the number of choices allowed. The percentage of students who answer each item correctly should be about midway between 100% and the chance of guessing.
correctly (50% for true-false, 25% for four-alternative multiple choice items.) For example, a moderately difficult true-false item should be answered correctly by 75-85% of students. When the majority of items on a test are too easy or too difficult, they will not discriminate well between students who vary in their levels of learning.

Test Blueprint

The elements of a test blueprint are

- A list of the major topics or instructional objectives
- The level of complexity
- The emphasis each topic will have

The blueprint is diagrammed using a grid of level of cognitive skill, content, and nursing process. The blueprint is useful for guiding the work of the item writer so that sufficient items can be developed at the appropriate level to test important content areas and objectives. Using a tool helps teacher be accountable for the educational outcomes they produce. The test blueprint can also be used as evidence for judging the validity of the resulting test scores. The completed test and blueprint can be reviewed by content experts who can judge whether the test items adequately represent the specified content domain. The test blueprint can also be used to inform students of the nature of the test and how they should prepare for it.

Writing Test Items

1. Every item should measure something important.
2. Every item should have a correct answer
3. Use clear, concise, precise, grammatically correct language
4. Avoid using jargon, slang, or unnecessary abbreviations.
5. Try to use positive wording.
6. No item should contain irrelevant clues to the correct answer.
7. Not item should depend on another item for meaning or for the correct answer.
8. Eliminate extraneous information unless the purpose of the item is to determine where students can distinguish between relevant and irrelevant data.
9. Arrange for a critique of the items.
10. Prepare more items than the test blueprint specifies.

Test Design Rules

1. Allow enough time to create the test.
2. Arrange test items in a logical sequence.
3. Write clear directions.
4. Use a cover page. The general test directions may be printed on the cover page. The cover page also serves to keep the test items hidden from view during the distribution of the exam.
5. Avoid crowding. Leave sufficient white space within and between items.
6. Keep related material together.
7. Facilitate scoring.
8. Arrange the correct answers in a random pattern.
9. Arrange options in logical or numerical order
10. Number the items continuously throughout the test.
11. Proofread
12. Prepare an answer key
13. Assure legibility
14. Print on one side of the page
15. Duplicate enough copies and one extra.
16. Maintain test security

Scoring and Analyzing Tests

Scoring is the process of determining the first direct, unconverted, uninterpreted measure of performance on a test, usually called the raw score.

Item Analysis

Difficulty Index – the percentage of students who answered the item correctly. A p value of 0 indicates that no one answered the item correctly, and a value of 1.00 indicates that every student answered the item correctly. The difficulty is commonly interpreted to mean that items with values of 0.20 and below are difficult, and items with p values of 0.80 and above are easy. However, this interpretation may imply that test items are intrinsically easy or difficult and may not take into account the quality of the instruction or the abilities of the students in the group.

Discrimination Index – the positively discriminating item is one that was answered correctly more often by students who scored well on the total test than by those who scored poorly on the total test. A negatively discriminating item was answered correctly more often by students who scored poorly than by students who scored well. The values of this index range from -1.00 to +1.00. In general, the higher the positive value, the better the test item. Items with D values of 0.40 and higher indicate excellent discrimination, 0.30 – 0.39 indicate good discrimination, 0.10 – 0.29 suggest fair discrimination, and less than 0.10 indicates poor discrimination and should be revised or not used again.

Developing a Test Item Bank

Teachers should develop a system for maintaining and expanding a pool or bank of test items from which to select future tests. The data that should be included in this record includes
1. The item
2. The correct response
3. The course, unit, content area, or objective for which it was designed
4. The item analysis results

Rounding of grades

Once tests have been scored and grades computed, it is best to record those as the raw score until averaging the final grade. This allows for a more precise numerical result. After averaging grades, it is the policy of the School of Nursing to round up for 0.5 or greater, and round down for 0.49 or less.

Extra Credit

Giving bonus points on exams or extra credit should be used with caution. It is difficult to have a true measure of the student’s accomplishment of the objectives if trivial bonus points are given.

Grading Scale (ASN and BSN Programs)
A = 90-100
B = 82-89
C = 74-81
D = 60-73
F = <60

**ATI Testing Information**

As part of the curriculum of the BSN program, students will periodically take standardized assessment tests provided by the ATI Company. A testing fee is assigned to each major clinical didactic course.

**The Assessment Plan**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tests</th>
<th>When Administered</th>
<th>Time Required</th>
<th>Other Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>TEAS</td>
<td>Before midterm</td>
<td>170 questions / 3 hours &amp; 29 minutes</td>
<td>This 4-part assessment consists of subtests in Reading, Mathematics, Science, and English.</td>
</tr>
<tr>
<td>I</td>
<td>Critical Thinking; Entrance</td>
<td>Last week of semester</td>
<td>40 questions/40 minutes</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Fundamentals</td>
<td>Last week of semester</td>
<td>85 questions/85 minutes</td>
<td>After completion of Adult Health Nursing I</td>
</tr>
<tr>
<td>II</td>
<td>Mental Health</td>
<td>Last week of semester</td>
<td>63 questions/63 minutes</td>
<td>After completion of Psych/Mental Health Nursing</td>
</tr>
<tr>
<td>III</td>
<td>Maternal Infant</td>
<td>Last week of semester</td>
<td>75 questions/70 minutes</td>
<td>After completion of Maternal Infant Health Nursing</td>
</tr>
<tr>
<td>IV</td>
<td>Nursing of Children</td>
<td>Last week of semester</td>
<td>65 questions/65 minutes</td>
<td>After completion of Child Health Nursing</td>
</tr>
<tr>
<td>IV</td>
<td>Medical-Surgical Nursing</td>
<td>Last week of semester</td>
<td>90 questions/90 minutes</td>
<td>After completion of Complex Nursing</td>
</tr>
<tr>
<td>V</td>
<td>Leadership</td>
<td>Last week of semester</td>
<td>60 questions/60 minutes</td>
<td>After completion of Nursing Leadership/Management</td>
</tr>
<tr>
<td>V</td>
<td>Community Health</td>
<td>Last week of semester</td>
<td>60 questions/60 minutes</td>
<td>After completion of Public Health Nursing</td>
</tr>
<tr>
<td>V</td>
<td>RN Comprehensive Predictor</td>
<td>Scheduled in last semester, 2 attempts</td>
<td>180 questions/180 minutes</td>
<td>Must successfully complete this exam to receive grade in NSG 4417. This is the exit exam.</td>
</tr>
</tbody>
</table>
General Information for Taking the Assessments

- No textbooks, notes, or other reference materials are allowed.
- Assessments are multiple-choice.
- Unanswered questions will be scored as incorrect.
- When time has expired, the assessment will automatically close and calculate the score.

Instructions for Taking Assessments

- Log in to www.atitesting.com and click on the Sign In link.
- Enter your personal password.
- Click on Take an Assessment.
- Enter the Assessment ID number provided by the faculty.
- Click on Begin Assessment. Once you have been approved to take the assessment, you will see a START button. Click on the start button to begin.
- During the assessment, do not click outside the screen.
- If you need to take a break, click on pause. You have 5 minutes for a break.
- When you have completed the assessment, your score will be calculated, and you will be able to view and print your results. You can also access your results at any time by logging in to www.atitesting.com.

NCLEX Test Plan

The National Council of State Boards of Nursing updates the NCLEX test plan periodically following the survey of Registered Nurses that is done every 3 years. The newest Test Plan is from April 2010. A copy of the test plan is found in Appendix E.

The Test Plan incorporates the nursing process and several categories of patient care. There are percentages of questions on the NCLEX based on each phase of the nursing process and the different categories of patient care.

An overview of the NCLEX and the test plan is available at http://www.ncsbn.org
Research

Faculty in the School of Nursing are involved in research projects and scholarly activities in many forms. Faculty are encouraged to participate in and/or conduct research, scholarly activities and other forms of evidence-based practice. Yearly professional evaluations, as well as tenure and promotion requirements, expect that faculty are engaged in such activities.

There are several helpful resources to facilitate this.

The College of Health and Human Services has a Research and Grants Committee. Members of this committee are available to assist faculty. The School of Nursing has several research interest groups.

Troy University’s Institutional Review Board is composed of faculty members from all campus sites who are responsible for evaluating the ethical components of all research projects. Membership on this board changes annually. The web site for the IRB can be found at http://www.troy.edu/institutionalreview/index.html. This web site contains contact information for the current chair, as well as explanations of the three types of reviews (full, expedited, and exempt). There is also a mandatory training module that all faculty seeking approval for research must complete prior to submitting an application for review approval.

Troy University’s Office of Sponsored Programs (http://www.troy.edu/osp) provides information on grants and grant writing, and will provide assistance with the process. All extramural (external) funding needs to be approved by and coordinated with the Office of Sponsored Programs. Judy Enfinger is the contact person in this office. She may be reached at jfulmer@troy.edu.

Statistics and information about Troy University can be obtained from the Office of Institutional Research, Planning, and Effectiveness (http://www.troy.edu/irpe). Contacts are as follows:

Dr. Mac Adkins, Survey Coordinator (mac@troy.edu)
Kimberly Brinkley-Jones, Director (kbrink@troy.edu)
Professional Development

Faculty is encouraged to attend professional conferences. Funds are available from the Faculty Development Fund for presentation of posters and papers at professional conferences.

Faculty are required to submit a professional development plan each year. The plan includes goals in the areas of teaching effectiveness, scholarship, and service. These goals should be directed toward meeting the requirements for Tenure and Promotion.

Policies related to tenure and promotion are published in the Faculty Handbook. The College of Health and Human Services also provides guidelines for promotion and tenure in the areas of teaching effectiveness, research and professional competence, and service. A copy of these guidelines is provided in Appendix F.

General Information

Approval of Travel

A Travel Approval Form must be submitted for all travel, except for travel that is from one campus to another campus. The approved travel form is attached to the Expense Account form for reimbursement of expenses related to the travel. The Program Director may approve travel less than $500. Travel approval in excess of $500 requires approval at higher administrative levels as noted on the form and should be submitted at least two weeks in advance of the travel. Travel policies are published in the eManual. A copy of current policies is provided in Appendix G.
Application for Travel Approval
Troy University

Date: ______________________

Name: ______________________ Title: ______________________ Dept. ______________________

Purpose of Trip: ____________________________________________________________

Dates of Trip: ______________________

Mode of Travel: ____________________________________________________________

ALL SEASONS TRAVEL MUST BE USED FOR AIRPLANE TICKETS

Destination City: ______________________ State: ______________________

Estimated Total Cost: $ ______________________ Account Number: ______________________

Department Head or Dean check one: ______________________

Signature of Proposed Traveler

□ Professional meeting, seminar, workshop, etc. for professional development; 50% of total expenses allowable under existing laws.

□ Professional meeting, seminar, workshop, etc. where TROY benefits and travel is directed by TROY; 100% of expenses allowed.

□ Flat amount of $ ______________________ allowable.

□ Disapproved.

Required

$500 or less

$501 - $1,500

over $1,500

over $2,500 and all travel outside the US

TROY Publications 103.003 048
Reimbursement of Travel Expenses

Reimbursement for travel expenses requires faculty to submit a completed Expense Account Form to the Program Director or Director of the School of Nursing. Per directive of the Dr. Damon Andrew, Dean, College of Health and Human Services, travel reimbursement requests must be submitted within 30 days of the actual travel. Each program in the SON has two travel accounts, one for general travel expenses and one for clinical travel. Travel reimbursement from separate expense accounts must have separate Expense Account forms. Travel is reimbursed from the faculty’s home campus to destination and not from residence to the destination.

ASN Travel Accounts
113-105140-6115-31 Travel
113-105140-6198-31 Clinical Travel

BSN Travel Accounts
113-105130-6115-30 Travel for Troy Campus
113-105130-6115-31 Travel for Montgomery Campus
113-105130-6115-37 Travel for Phenix City Campus

113-105130-6198-30 Clinical Travel for Troy Campus
113-105130-6198-31 Clinical Travel for Montgomery Campus
113-105130-6198-37 Clinical Travel for Phenix City Campus

Graduate Nursing Travel Accounts
113-105145-6115-31 Travel for Troy and Montgomery Campuses
113-105145-6115-37 Travel for Phenix City Campus

113-105145-6198-31 Clinical Travel for Troy and Montgomery Campuses
113-105145-6198-37 Clinical Travel for Phenix City Campus
TROY UNIVERSITY
TROY, ALABAMA
EXPENSE ACCOUNT

NOTE: Each employee is advised to keep copies of all expense accounts for income tax records.

NAME ___________________________ HOME ADDRESS ___________________________
SOCIAL SECURITY NUMBER _______ - _______ - _______ PERIOD COVERED ___________
TITLE ___________________________ EXPENSE IN CONNECTION WITH ___________

*indicate information which must be provided; otherwise, the expense account will be returned for proper completion.

SUBSISTENCE: (Note: Cost of meals and room necessary only in case of out-of-state travel)

<table>
<thead>
<tr>
<th>*DATE</th>
<th>*TIME OF DEPARTURE</th>
<th>*TIME OF RETURN</th>
<th>BREAKFAST</th>
<th>LUNCH</th>
<th>DINNER</th>
<th>ROOM</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SUBSISTENCE $ 0.00

PRIVATE AUTOMOBILE

<table>
<thead>
<tr>
<th>*DATE</th>
<th>ODOMETER</th>
<th>*START</th>
<th>*FINISH</th>
<th>*TOTAL MILES</th>
<th>*NAME OF POINT OF STARTING AND STOPPING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Effective 01-01-10 TOTAL @ $.50 = $ 0.00

OTHER EXPENSES: (Commercial Transportation, Misc.)

<table>
<thead>
<tr>
<th>*DATE</th>
<th>DESCRIBE EACH ITEM</th>
<th>QUANTITY &amp; UNIT</th>
<th>UNIT PRICE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL OTHER EXPENSES $ 0.00

*ACCOUNT NUMBER ___________________________ *TOTAL EXPENSES CLAIMED $ 0.00

APPROVALS FOR CLAIM

I hereby certify that the above expenses were incurred in connection with official duties of the Troy University, Troy, Alabama.

(SIGNATURE)

FOR BUSINESS OFFICE USE ONLY
Vendor code
- other 1 $ 1
- other 2 $ 2
- other 3 $ 3
- other 4 $ 4
- other 5 $ 5
- other 6 $ 6

TROY UNIVERSITY PUBLICATIONS 102-003 Rev. 6-10
Writing Reference Letters

Admissions committees have suggested the following guidelines:

- Limit reference letters to 1-2 pages in length.
- Indicate the capacity or setting in which you know the student (e.g., classroom, lab, co-curricular, work) as well as the length of time and the quality of the interaction.
- Frame your comments within the context of the student’s purpose for the letter—for example, graduate school admission vs. employment.
- Provide comments that are objective, eliminating as much subjective information as possible.
- Refrain from commenting on general moral character so as not to risk any claims of defamation.
- Support your views regarding the student’s strengths, talents as well as areas for growth with evidence and concrete examples.
- If you are aware of extenuating circumstances that impacted the student’s academic progress, obtain the student’s written permission to disclose that information.

Graduate school admissions committees have indicated that they are particularly interested in learning the context in which writers are evaluating the students (e.g., level of course difficulty, grading criteria, ranking among all students in a class or even in your academic career). Your assessment of the student’s attributes, such as scholarship, future intellectual promise, consistency of performance, communication, social skills and work behaviors, are also deemed very valuable.

Employers may be interested in some of these same qualities but are also likely to expect information on specific abilities relevant to the position being sought. You may want to highlight areas such as writing ability, analytical skills, creativity, customer service orientation, persuasive skills, task orientation, teamwork, accountability, management and supervision.

Retrieved from: http://www.cpp.umich.edu/students/refletter/writingguide/writingletter.html
How to Obtain Specific Items

How to obtain:

Email account –
  • Go to https://it.troy.edu/support.htm
  • Scroll to the bottom of the page
  • Click on “submit request for new faculty / staff email

Datatel access
  • You will need this for registration later in the semester
  • Go to https://it.troy.edu/support.htm
  • Scroll down to the bottom of the page
  • Click on “Submit VPN install request”

ID cards
Go to the Trojan Center Box Office (on the ground floor) and request a faculty ID. You will also need a School of Nursing ID card to wear to clinical, this is obtained from the same office, but you will need to specify that it is the Nursing Photo ID.

Business cards
Give Amy Owens, Denise Wade, Julie King, or Carol Vautrin your information and they will request for you.

The format is

Name, RN, Degree
Assistant Professor
School of Nursing
Collegeview Building
Troy, Alabama
36082

Office supplies, furniture, equipment
See one of the departmental secretaries to order supplies, furniture, or equipment.

Secretarial support
Secretarial support is available on each campus for the School of Nursing.

Copies
If you need more than 10 copies of a document, you should send it to Quick Copy. Tests are not sent to Quick Copy. There are requisition forms that you can obtain from the departmental secretary. You will need to specify how many copies and the secretary will send it over. Student handouts can be placed Blackboard for the students to print on their own. Please do not use the printer in the lab for student handouts due to the cost of those print cartridges.
Textbooks
We have attempted to provide everyone with the required texts, but the contact information for our textbook representatives follows:

Laura Turner
Prentice Hall Publishing
Engineering, Science, Math, Technology, Nursing
laura.turner@pearson.com
205-531-5138 cell phone
205-769-6000 office phone

Elsevier Health Science
Mosby, Saunders, Churchill Livingstone, Butterworth Heinemann, Hanley & Belfus
800-545-2522
e-mail desk copy request: sales.inquiry@elsevier.com

Jay Ayers
Publisher’s Representative
Lippincott Williams & Wilkins
Tallahassee, FL 32312
800-399-3110 ext 84014
850-556-1508 jayers@wolterskluwer.com
Visit LWW's faculty resource center at http://connection.lww.com or http://thepoint.lww.com

Troy Reeves
F.A. Davis
1-800-323-3555 ext. 7719 (voice mail)
404-549-2125 Office
tpr@fadavis.com

The reps will visit, usually once a semester, and will add you to their list so that they will send you updates and exam copies of books periodically.

In the past, there have been book buyers that come to our offices at the end of the semester to buy those exam copies for re-sale, but it is our policy NOT to sell exam copies to these book buyers.
Voice Mail Instructions—Troy Campus

To set up your voicemail box:
Press the Dial VM button if you have an Ericsson digital phone, follow instructions. Dial 3095 if you have an analog phone, follow the instructions.

To change your voicemail box greeting:
Press the Dial VM button if you have an Ericsson digital phone or dial 3095 if you have an analog phone, type in your password, press 8 for user options, press 1 to change your mailbox setup, press 1 to change your greeting.

To check your voicemail from your extension on campus:
Press the voicemail button if you have an Ericsson digital phone, follow instructions. Dial 3095 if you have an analog phone, follow the instructions.

To check your voicemail from on campus other than your extension:
Dial 3000, when the voicemail system answers press #, dial your 4 digit extension number, follow instructions, when finished with all voicemail functions dial 9 to end and then hang up.

To check your voicemail from your house:
Dial 670-3000, when the voicemail system answers press #, dial your 4 digit extension number, follow instructions, when finished with all voicemail functions dial 9 to end and then hang up.

To transfer a call straight to a voicemail box:
Dial 3000, when voicemail answers dial 999, when answered dial 4 digit extension number that you are transferring it to, then push the transfer button – if using a digital phone, or hand up – if using an analog phone.

If you are not going to be in your office you can transfer all calls to voicemail:
To transfer dial *2*3095#
To cancel dial #2#

To make a long distance call (Troy campus):
Dial 8-1-area code-number, at the beep dial 592-4789.
Human Resources Contact Information

*Mailing Address*
Human Resources Department
TROY University
107 Wright Hall
Troy, AL 36082

*Phone and Fax*
Phone: (334) 670-3710
Fax: (334) 670-5666

Mrs. Nancy Chinberg, Benefits Administrator, Troy Campus (334) 670-3338

Mrs. Verbie Curtis, Human Resources Assistant. (Benefits), Troy Campus (334) 670-5942

Ms. Tiffany Gandy, Human Resources Specialist I, Troy Campus (334) 808-6305

Mrs. Judy Ray, Human Resources Assistant. (Employment Applications), Troy Campus (334) 670-3418

Ms. Donna Riley, Human Resources Specialist II, Troy Campus (334) 670-3127

Mrs. Tonya Senn, Human Resources Administrator, Troy Campus (334) 670-5941

Mrs. Brooke Strickland, Associate Director of Human Resources, Troy Campus (334) 808-6304

Dr. Toni Taylor, Sr. Director of Human Resources (334) 670-3710

Ms. Abi Welch, Human Resources Specialist I (Background Checks), (334) 808-6306

Mrs. Jane Wilson, Human Resources, Troy Campus (334) 670-3710

*Accounting Services*

Ms. Crystal Strickland, Payroll Manager, Troy Campus (334) 670-3118

Mrs. Brenda Walker, Payroll Specialist III, Troy Campus (334) 670-3117
Supplemental Materials

Troy University Faculty Handbook (available on web)
School of Nursing Faculty Orientation Manual
Program Specific Student Handbook
Odyssey Academic Advisement Handbook
Oracle (available on web)
Undergraduate and Graduate Catalogs

To follow as available:

- **Campus Directory** *(published by the Telecommunications Department, arrives in Hand Mail during the first month of classes)*
- **University Committee Assignments** *(will be addressed at the College of Health and Human Services Faculty Meeting)*
- **School of Nursing Committee Assignments** *(prepared by Dr. Hamilton during the Spring semester, revised assignments will be distributed during Fall semester)*
- **School of Nursing Contact Information** *(compiled and distributed by the Departmental Secretary usually in the first few weeks of the semester)*