



# Nursing Faculty Handbook 2018-2019

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## **Section 1-Governance and Administration**

### **Fletcher Technical Community College Mission**

Fletcher's mission, vision, values and goals can be found on Fletcher's website.

### **College Faculty Requirements:**

All faculty are expected to follow all policies as stated in the Fletcher Faculty Handbook found on the website.

## **Section 2 – Department of Nursing**

### **Scope and Significance**

The purpose of this handbook is to provide information and guidance to new and current nursing faculty regarding policies and procedures specific to the Fletcher Technical Community College Nursing Programs (Associate Degree Nursing/Practical Nursing). This handbook is to be used in conjunction with the Louisiana State Board of Nursing Administrative Code, the Louisiana State Board of Practical Nurse Examiners Administrative Code, Fletcher's Employee Handbook and Fletcher's Faculty Handbook.

### **Mission**

The Division of Nursing and Allied Health is dedicated to the intellectual development of students by mentoring them through the learning process. This is accomplished by offering high-quality programs that facilitate the acquisition of the skills and qualifications necessary for employment, career advancement, and lifelong learning in the profession of nursing and health care.

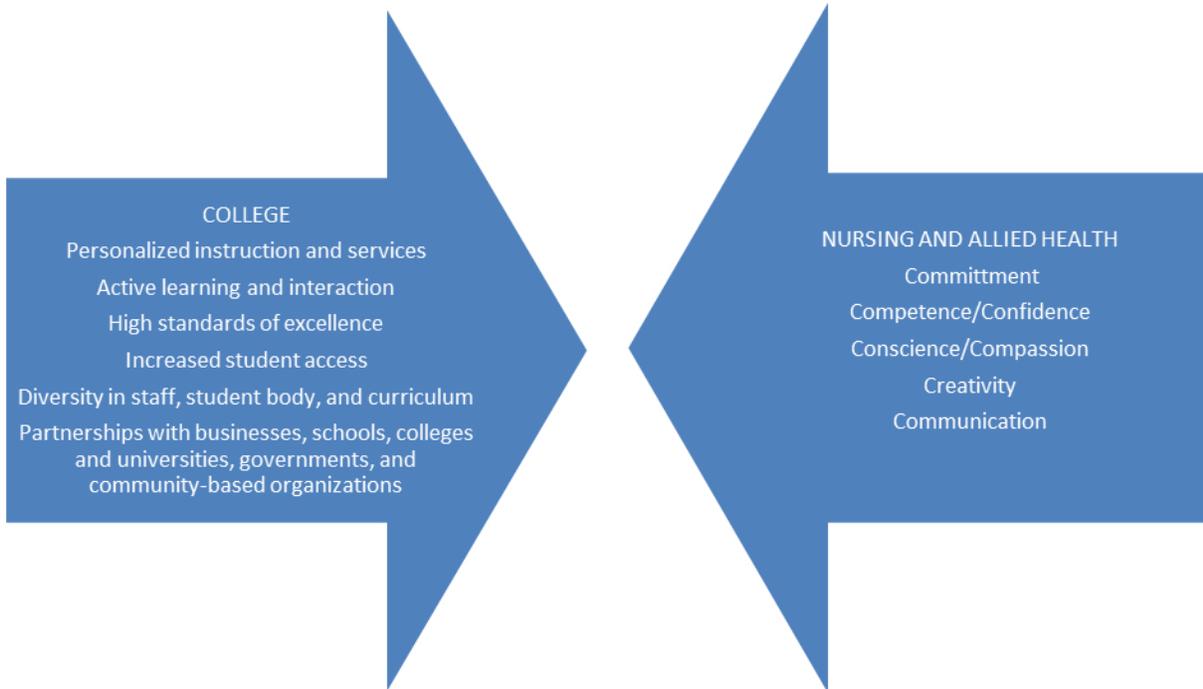
### **Vision**

The Department of Nursing and Allied Health strives to be recognized by the community, business and industry, and other educational institutions as a diverse educational community of faculty and students who are focused on providing the highest level of care to the needs of the citizens.

### **Core Values**

The Department of Nursing and Allied Health supports the values set forth by Fletcher Technical Community College. This graphic illustrates the shared values between the College and the Department of Nursing and Allied Health demonstrating congruence philosophically and programmatically. The faculty members of the nursing programs are committed to provide an environment to all students conducive to learning that will prepare them to enter the workforce and provide competent and caring nursing to meet the healthcare needs of the diverse community.

## Shared Values



### **DEPARTMENT CORE VALUES:**

#### **COMMITMENT:**

- Dedicated to the students and the citizens of the community
- Commitment to lifelong learning
- Commitment to personalized instruction

#### **COMPETENCE/CONFIDENCE:**

- Hold self to a high standard of quality education and professional growth
- Confidence in knowledge and skills

#### **CONSCIENCE/COMPASSION:**

- Sense of moral responsibility
- Working consistently on the student's behalf
- Realize all have infinite worth

#### **CREATIVITY:**

- Respect diversity among individuals through active learning and interaction
- Embrace change through flexibility and innovative learning/teaching
- Think reflectively, critically and imaginatively to create a holistic learning environment

#### **COMMUNICATION:**

- Advocate for partnerships of the college and the community through communication
- Provide collaboration/teamwork which encourages leadership skills

## Curriculum Organizing Framework

Recognizing that curricular concepts exist in an ever-changing environment and society where the individual is the core element, the program's curriculum organizing framework facilitates the placement and sequencing of concepts and content within the curriculum. The ANA 2010 Scope and Standards of Practice, the QSEN competencies, and the National Council of State Boards of Nursing (NCSBN) NCLEX-RN and NCLEX-PN detailed test plans provide further guidelines for curricular development and are incorporated into curricular content and evaluation.

### Department of Nursing Curriculum Organizing Framework Model



## **Faculty Meetings**

The division of nursing holds faculty meetings at minimum once monthly with all faculty members' participation mandatory. The faculty meeting is used to discuss content, quality, effectiveness of the curriculum, proposed new courses, modifications to existing courses, and deletions. Changes are reviewed, discussed, and approved by the program faculty, the department/division advisory committee, Academic Affairs Committee and college curriculum committee. Attendance can be face-to-face or in email comments received prior to the start time of the meeting.

## **Faculty Expectations**

The Fletcher Technical Community College Nursing program faculty is expected to achieve the following faculty outcomes:

1. Demonstrate a commitment to professional nursing
2. Maintain clinical expertise through continuing education
3. Participate in ongoing professional development
4. Provide a variety of learning techniques for different learning styles including but not limited to models, HESI resources, I-clicker, and/or Simulation Technology to enhance the learning environment.
5. Serve as a professional role model

## **Boyer Model of Scholarship:**

Faculty performance in the department of nursing at Fletcher Technical Community College reflects scholarship and evidenced base practice consistent with scholarship as defined by the Boyer Model. In the design, The Boyer Model defines scholarship to be that of activities that systematically advance teaching, research and professional practice through rigorous work, and which are (1) significant to the profession, (2) creative, (3) peer reviewed through various methods, (4) able to be replicated or elaborated, and (5) published, presented or otherwise documented. Fletcher Technical Community College hire faculty based on overall needs of the nursing department, and faculty assignments are made based on academic preparation, and diversity. The Associate of Science in Nursing Program faculty's academic preparation, experiential qualifications, and background diversity match their responsibilities within the nursing program.

The Boyer model of scholarship is divided into four elements. The first element of the model is discovery, which contributes to both human knowledge and the intellectual climate of the college. The second element involves integration, which focuses on making connections across disciplines. The third element is application and involves using research findings and innovations to enhance community services. Finally, the last element is teaching and is a central element of scholarship.

### Boyer Model of Scholarship

Type of Scholarship	Purpose	Measures of Performance	Methods of documentation
Discovery	Build new knowledge through traditional research	<ul style="list-style-type: none"> <li>Producing and/or performing creative work within established field</li> <li>Foster diversity among colleagues.</li> </ul>	Use of evidence-based practice in teaching and evaluation methods
Integration	Interpret the use of Knowledge across disciplines.	<ul style="list-style-type: none"> <li>Collaborating with colleagues to design and deliver a core course</li> <li>Reviewing textbook content to assure it meets the needs of the course objectives</li> <li>Reports of inter-disciplinary programs or service projects</li> <li>Positive peer evaluations of contributions to integrative scholarship</li> </ul>	Review of Meeting minutes  Photographs of service learning projects  Review of Clinical Schedules  Review of Emails showing collaborative efforts with General Education Faculty and other Fletcher Staff
Application	Aid society and professionals in addressing problems	<ul style="list-style-type: none"> <li>Advising student leaders, thereby fostering their professional growth</li> <li>Activities related to faculty member's area of expertise (consultation, technical assistance, policy analysis and program evaluation.)</li> <li>Assuming leadership roles in professional organizations.</li> </ul>	Review of faculty files with copies of membership cards  Review of records and schedules to show opportunities for professional growth.  Advising assignment
Teaching	Study teaching models and practices to achieve optimal learning.	<ul style="list-style-type: none"> <li>Advancing learning theory through classroom research.</li> <li>Developing and testing instructional materials.</li> <li>Mentoring students</li> <li>Designing and implementing a program level assessment system.</li> </ul>	Review of meeting minutes  Review of Alumni and Cohort Facebook pages  Review of semester schedules

## **Requirements of the Boards of Nursing**

The Louisiana State Board of Nursing (LSBN) and Louisiana State Board of Practical Nurse Examiners (LSBPNE) must approve all new faculty based on the information submitted on the “Nurse Faculty Qualification Form” that is completed and sent to the LSBN & LSBPNE at the time of hire. Copies of the LSBN and LSBPNE form “Nurse Faculty Qualification Form” and other information pertinent to the nursing faculty qualifications for hire at Fletcher are secured in the office of the Dean of Nursing.

Specifics regarding qualifications of faculty for each program can be found in the LSBN Administrative Code and the LSBPNE Administrative Code and ACEN Standards and Criteria.

Faculty members are required to maintain a current license to practice in the state of Louisiana. Each faculty member is to present proof of a renewed license to be filed with the nursing department administrative assistant upon renewal. Failure to maintain a Louisiana license may result in termination from the College. Faculty must notify the Dean immediately if any conditional limitations are placed on their RN license.

## **Health Requirements**

Faculty members are required to maintain the following:

- Background check
- Negative Drug Screen
- American Heart Association Healthcare Provider CPR certification
- ACLS, PALS (encouraged for those on telemetry and OB/Peds)
- Rubella Titer, Mumps Titer, Rubella Titer & Varicella Titer (booster if non-immune)
- Annual TB or Chest x-ray/MD verification will be submitted annually.
- Immunizations and/or proof of immunity from:
  - Hepatitis B Series
  - MMR
  - Td (Tetanus) (every 10 years)
  - Flu vaccine (annually)
- RN Licensure Verification
- Nursing Liability Insurance (encouraged)
- Copy of approved CEUs (annually) in the faculty members’ area of expertise.

## **Drug policy**

Faculty members are expected to disclose any and all medications that may make them unsafe for practice to the Dean of Nursing per LCTCS policy and LSBN recommendation found at <http://www.lsbns.state.la.us/Portals/1/Documents/DeclaratoryStatements/declarat20.pdf>

## **Curriculum Vitae/Resume/Faculty Profile**

Faculty are to maintain a current curriculum vitae (CV) in their personnel files located in the Nursing department office. A comprehensive, updated (CV) is to be submitted annually, placed in the personnel file and the previous years (CV) will be removed. Information from this report is utilized for reports, grants, compliance with the Boards of Nursing Rules and Regulation, Accreditation agencies, and planning purposes.

## **Faculty Assignments**

Faculty assignments are made in compliance with Fletcher Technical Community College Faculty Handbook and in regards to rules and regulations set by LSBN and LSBPNE. The Dean of Nursing and/or designee shall determine the assignment for each faculty member, in compliance with the Boards of Nursing Rules and Regulations for faculty requirements, to meet students' needs.

## **Faculty Workload**

In addition to the policies located in the Fletcher Faculty Handbook, the Department of Nursing faculty workload is limited by the ACEN, LSBN, and the LSBPNE rules and regulations. Program enrollment is based upon faculty employed. Total faculty teaching in a program to total students enrolled in the program will not exceed a 1:10 ratio as set by boards of nursing standards. The Louisiana State Board of Nursing (LSBN) and the Louisiana State Board of Practical Nurse Examiners (LSBPNE) has established the maximum ratio of one (1) faculty to ten (10) students in the clinical setting. In the event that more than 10 students needed the same clinical course, an additional section of the clinical would be offered. The number and utilization of faculty ensure that program outcomes are achieved. Specialty areas such as OB/Peds and Mental Health, should maintain a 1:8 or less ratio in clinical.

In addition to attending ~~one~~ graduation annually, nursing faculty members are required to attend the programs' pinning ceremonies of the graduating class in which their primary role exist.

## **Office Hours**

When faculty is in clinical and cannot fulfill the ten-hour requirement, faculty members are expected to make themselves available for students as much as possible either through email, phone conferences, or other means.

## **Dress Code**

Fletcher Technical Community College does not have a designated dress code for faculty and/or employees. Most faculty members choose to wear casual to business casual attire. For the clinical rotations, faculty members must wear scrubs with or without a lab coat. It is required that you always wear your Fletcher Technical Community College name tag when in a clinical facility or in a community rotation. If teaching skills in the Skills lab it is recommended that you wear a lab coat.

## **Nursing Faculty Evaluation**

All faculty members of the Department of Nursing are evaluated annually both in classroom and clinical performance by the Dean of Nursing. For more information, refer to the Fletcher Employee Handbook for evaluation process and forms.

## **Curriculum**

The Department of Nursing follows the policy regarding curriculum as set by the Fletcher Faculty Handbook. Both the ASN and PN program curriculum are reviewed for rigor, currency and integrity in nursing faculty meetings.

## **Definition of a Curriculum Change**

All curriculum change is initiated by faculty members of the programs based on program data and/or outcomes. Proposed changes are brought to the college level for approval and then to the boards of nursing. The department of nursing follows the policies of SACS, LSBN, LSBPNE, and ACEN to direct the process of curriculum change beyond the governing organization level.

## **Course Syllabi**

Each faculty member is responsible for adding a course outline and course specific requirements to the premade course syllabi located on the Shares Drive for each of their assigned courses. Syllabi must be submitted to the program coordinator for approval prior the start of each semester. The syllabus must be given and explained to the students on the first day the class meets. Faculty members are required to document the student's understanding of the requirements either on paper or via the college's learning management system. The syllabus is your contract with the student – it outlines your expectations, policies and procedures for students, as well as guides your instruction.

- The instructional syllabus must be updated each semester.
- Policies within the course syllabus must not contradict (or be lower than) the standards set in the Program Handbooks
- A copy of the syllabus must be included with coursework at the end of each semester.

## **Textbook Adoption**

Fletcher Nursing Faculty follows the policies for text book adoption as stated in the Fletcher Faculty Handbook. Textbooks are reviewed by faculty annually for currency in faculty meetings.

## **Lecture Content**

The presentation of the curriculum is accomplished using various instructional methodologies to reach all types of learners. These methods typically involve lecture but also include other modes of instruction including but not limited to discussion, simulation, interactive learning and audiovisuals. It is up to the individual faculty member to determine how the content is presented, but must be presented in a manner that reaches multiple learning styles. The nursing department encourages exploration and discussion of topics with the understanding that the activities/discussion must fall within the Louisiana State Board of Nursing approved curriculum, be consistent with the program's policies and assure ethical and cultural sensitivity.

## **Testing Accommodations**

Fletcher adheres to Title I and Title II of the American Disabilities Act, and the campus will make reasonable alterations in facilities, services, policies, and practices in order that qualified individuals with disabilities may have access to both employment and training. Students should contact the Office of Student Success before attending classes to request these services. Once accommodations are in place, the student must notify the instructor using the forms on the Fletcher website that they are requesting the accommodations for an exam. Forms must be received no later than one (1) week prior to an exam.

Accommodations must also be filed with the boards of nursing so services can be provided at the time of NCLEX. Faculty members should consult program coordinators for more information.

## Evaluation Methods

Students will be evaluated through written/online examinations, laboratory and clinical skill performance, and special assignments and projects.

Written/Online exams are based upon student learning objectives given to the student at the beginning of each course of study in the course syllabus. It is the department's policy to ensure that all exams/tests are a valid and reliable measure of a student's achievement, as well as a mechanism to teach students successful test-taking skills (promoting success for NCLEX licensure). Written test should:

- Test students' critical thinking in various levels of learning increasing in difficulty through the program in accord with Bloom's taxonomy
  - PN
    - See course crosswalk at the end of this policy
  - ASN
    - All questions will consist of analysis and application questions.
    - Semester 1
      - 50 questions per faculty-created exams
      - No more than 10% Math per exam (5 questions)
      - No more than 10% Select all that apply per exam beginning with midterm (5 questions)
      - Exams are timed in decreasing length to meet 1 ½ min per questions by midterm.
      - Partial credit is given for select all that apply (SATA) questions
      - Questions are Locked after answering
      - Questions are shown only one at a time
      - Answers are shuffled
      - Students are allowed to see what they missed after the attempt
    - Semester 2 & 3
      - 75 questions per faculty-created exam
      - No more than 4% Math (3 questions)
      - No more than 20% Select all that apply (15 questions)
      - All exams are timed 1 ½ min per question
      - NO partial credit is given for SATA questions
      - Questions are Locked after answering
      - Questions are shown only one at a time
      - Answers are shuffled
      - Students are allowed to see what they missed after the attempt up to 15 minutes after the class time has ended.
- Consist primarily of multiple choice, fill in, mark all that apply, and math
- Use the word "client"; avoid the use of "patient".
  - Avoid proper names including brand names. Ex: urinary catheter instead of Foley, gelatin instead of Jell-O
- Avoid the use of gender specific terms when possible; use "parent" instead of mother or father.
  - "Pregnant client" is allowed.
- Use the word "prescriptions" to indicate an order for medical interventions.
- Use correct grammar, spelling and punctuation.

- Medications listed by generic name only.
- Questions are not connected. Each question is independent of the others.
- Questions do not contain all of the above or none of the above or any variation.
- Items reflect real clinical scenarios as much as possible.
- Items written in the positive state; avoid “which of these is not needed?”
- Select all that apply questions should have five (5) options where at least one answer could be correct up to all five correct.
- Avoid writing medical diagnosis in the questions. Example: heart failure could say “an ejection fraction of 10%, jugular vein distention, pulmonary edema”
- Math questions should ask for numerical values only. NCLEX does not ask testers for units.
- Be examined for content that reflects to the course objectives.
- Undergo item analysis each exam.
  - For those exams given electronically, faculty rewrites questions with a p value in the red area on Canvas as appropriate.
  - For those exams given electronically, questions with distractors that were not selected by students will be rewritten as appropriate
  - For those exams given by paper, faculty members analyze any question that over 50% of the class missed. Credit may be given for ambiguous questions for plausible answers.
  - If 100% of the class missed the question, the question is removed from the test and points are restored.
- Be scheduled regularly throughout the semester. Changing the date and/or time of the written final examination after the start of the semester requires approval from the course coordinator or department head.

Check-offs of skills in the lab area is to be completed on the originally scheduled check-off date. Faculty members are to follow the check off procedure outlined in the Student Handbooks.

A preclinical exam is given prior to the start of each clinical rotation. The test must be successfully completed with a score of 80% in order to attend that particular clinical rotation. Two attempts will be given and each test will be different. Failure to meet the required score will result in the student failing the course and being dropped from the program.

Course exams will be truncated one (1) decimal point. Weighted items will be truncated two (2) decimal points. The final grade will not be rounded up. Ex- 79.5=79=D. 86.5=86=C. Grades posted to official transcripts for courses which have a lab/clinical component will reflect the theory grade unless the lab/clinical component is a failing grade. Students will be given a comprehensive final exam in each course throughout the curriculum. Weights of each exam can be found in the course syllabi. Courses which have a HESI testing component will be used as the final exam for the courses in the ASN program. Students who have paid the HESI fee are given the option of a HESI and/or a faculty written exam in the PN program and students are given the higher of the two grades if both are taken. Students who have not paid the HESI fee in the PN program are given the faculty written exam only. Faculty is encouraged to use Case Studies and Practice Test as supplements to their course work which correspond to the course as directed on the shares (S) drive.

All grades going into the final exam must be finalized prior to a student sitting for the final exam. If grades cannot be completed on time, the final exam time is postponed.

Nursing Faculty are required to evaluate a student in the clinical setting both summative and formatively. Weekly clinical evaluations are given to each student the week after performing in clinical. Students and faculty are to sign the clinical evaluation form, and faculty is to maintain the evaluation forms until the end of the clinical experience. Faculty is to notify the program coordinator if any student is not meeting the student learning outcomes of the clinical experience.

A copy of the syllabi, all graded items, final grade calculated, and a copy of roster sheets of the student are turned into the program coordinator at the completion of the semester for theory and clinical courses. A copy of the grades and a completed roster sheet are also included in the coursework for filing by the program coordinator. Grades must be recorded in Lola by the lead faculty member of the course.

GRADING SCALE:

100 – 94 = A    93 – 87 = B    86 – 80 = C    79 – 73 = D    72 – 0 = F

A minimum of 80% is to be maintained in each course in program. Failure to pass any course in the clinical nursing curriculum with an 80% is grounds for failure of the course and termination from the program upon second failure.

Excludes Medical Terminology and A&P

FALL –Semester 1	SPRING-Semester 2	SUMMER-Semester 3	FALL-Semester 4	SPRING-Semester 5
Knowledge/ Comprehension 100%	Knowledge/ Comprehension 75%	Knowledge/ Comprehension 50%	Knowledge/Comprehension 25%	No knowledge/comprehension questions
No Analysis/Application questions	Analysis/Application 25%	Analysis/Application 50%	Analysis/Application 75%	Analysis/Application 100%
No advanced learning questions**	Max. 5% advanced learning questions	Min 5%/Max. 10% advanced learning questions	Min 10%/Max 25% advanced learning questions	Min 25%/Max 50% Advanced learning questions
No more than 5% Math	No more than 5% Math	No more than 5 % Math	No more than 5% Math	No more than 5% Math
Average of 75 questions per each test/4 of those are Math	Average of 75 questions per each test/4 of those are Math	Average of 75 questions per each test/4 of those are Math	Average of 75 questions per each test/4 of those are Math	Average of 75 questions per each test/4 of those are Math
100 questions each final/5 of those are Math	100 questions each final/5 of those are Math			
	Partial credit allowed for SATA	Partial credit allowed for SATA	Given on computer Partial credit allowed for SATA Questions are NOT locked after answering	Given on Computer No partial credit for SATA Questions are locked after answering.

\*\*advanced learning questions are multiple response, pictures, sound, video, priority

## **Attendance/Dismissal**

Attendance policy can be found in the student handbook. A list of actions by a student that can be grounds for dismissal can be found in the student handbooks.

## **Instructor Conferences**

If the student is required or wishes to meet with an instructor, it is the student's responsibility to make an appointment with the appropriate instructor. If the student is not satisfied with the outcome of the conference, the student would then schedule an appointment with the Program Coordinator, then the Department Head of Nursing. If matter remains unresolved, then students schedule an appointment with the Dean of Nursing and Allied Health. All efforts must be taken to ensure confidentiality with instructor conferences.

## **End of Course Survey**

End of course surveys are designed by nursing faculty with the department of Institutional Research and Effectiveness (IRE). The course survey process is controlled by IRE with input from Fletcher Faculty. Every effort is made to assist students in completing surveys on time.

## **Social Media Policy**

Fletcher Nursing Department opens Facebook pages for each class of students in the program. In order to maintain a professional relationship with our students, faculty and staff should not be "friends" with current students on the faculty's personal social media page. Students are allowed to converse with faculty and staff via the department-provided page or by private messages or email.

## **Clinical Experience**

The clinical laboratory setting provides an exciting opportunity for students to demonstrate their knowledge at the bedside. This setting also creates an immense responsibility for the instructor. There is a balance that must exist between evaluation of the student's ability to demonstrate learned material (safety) and facilitation of the learning process (competency). The instructor should encourage the students to enjoy this experience and try to make it a comfortable environment for learning.

Clinical experiences are scheduled in regional health care facilities and community-based agencies. Faculty and students are guests in these facilities and, as such, must adhere to the related policies and standards of each institution.

## **Student Clinical Schedules/Rotations**

Student clinical schedules/rotations will be made by the Department Head and Dean of Nursing and will follow the requirements of the Boards of Nursing. All facilities used must have current clinical contracts and board approval for use.

Every attempt should be made to provide all students with comparable learning opportunities and experiences, as well as meet the objectives of the course.

Course syllabi with a clinical component will provide detailed information including:

- Location (agency and unit)

- Dates and times of rotation
- Name of clinical instructor for rotation with contact information.

## **Student Orientation to Clinical Agency**

To maintain compliance with the clinical agencies, as well as the Boards of Nursing, faculty must attend student orientation with students as directed by the clinical organization. The orientation will include, but is not limited to: information about the agency, the rules and regulations of the agency, introduction of key personnel, unit orientation, equipment orientation, documentation access, location of key resources, the course objectives and the plan for meeting those objectives, evaluation of the students' laboratory performance based on the course outcomes/objectives, and specific instructor specific rules and requirements.

## **Faculty Clinical Duties**

- Faculty are required to make student assignments prior to the start of the clinical day.
- Instructors and students should arrive prior to the start of the clinical shift as set by the facility.
- Faculty is responsible for notifying student of their assignments upon arrival in order to prepare for patient care.
- Faculty is responsible for giving written documentation to the charge nurse regarding student assignments and responsibilities.
- Faculty must supervisor all students with direct patient care. Students may provide basic care that they have been checked off successfully i.e. vital signs and personal hygiene.
- Students must document care given to patients as appropriate for the facility and it must be cosigned by the instructor including medication administration.
- Faculty and students must fulfill their clinical hour obligation as stated in the semester schedule.
- All students should submit a SBAR communication sheet as well as provide a verbal report on their assigned patient's to the staff nurse caring for that patient. Faculty is responsible for assuring all students report off to their assigned patients nurse. SBAR communication sheets can be found on the shares drive.
- Faculty has full responsibility for their students. Staff nurses can not be utilized as preceptors for students' workload responsibilities.
- The instructor should never leave the students on the floor unattended and should take scheduled lunches with all students reporting off to the assigned patients nurse.
- Faculty is to direct post-conference as a valuable part of the students learning experience during the last hour of the clinical day. It may take on different formats including discussions of student's patients', care plan discussion or student presentations on health and nursing topics.

## Fletcher Nursing Faculty Handbook 2018-2019 Signature Page

I, \_\_\_\_\_, understand that I am responsible for the  
Please print name

information in both the Fletcher Employee Handbook, the Fletcher Faculty Handbook (located on the webpage) as well as the policies located in this *Fletcher Nursing Faculty Handbook*. I am to refer to these documents as necessary while employed by the Department of Nursing.

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(Signature)

(Date)