KILGORE COLLEGE

ASSOCIATE DEGREE NURSING PROGRAM

FACULTY POLICY AND PROCEDURE HANDBOOK

2017-2018
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The Faculty Handbook of the Kilgore College Department of Associate Degree Nursing is compiled herewith having been approved by the Kilgore College ADN faculty, the Director of the Kilgore College ADN Program, and the Dean, Science, Math & Health Sciences.

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August 22, 2017
Date

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Date

Policies are broad guidelines to thinking. These guidelines are general statements that channel the thinking of personnel charged with decision-making. In an attempt to channel the thinking of the nursing faculty, the content of the manual has been selected and arranged to permit the nurse faculty member to use one's own judgment in making decisions which fall within the written and approved limitations of the policy.

All ADN policies are supplemental to the Kilgore College General Policies.

Included in this handbook are procedures that apply to departmental practices. Policies and procedures in written form, subject to review and revision, aid in planning and moving in the direction of achieving college and departmental objectives.
History of the Katie Mae and J. Malcolm Crim
Kilgore College Associate Degree Nursing Program

Kilgore College (KC) is a two-year, public community college legally established in 1935. The college provides a liberal arts program designed to provide the first two years of a baccalaureate program and an occupational program that is designed to prepare students for immediate employment following graduation. Throughout its history, the college has attempted to meet both the needs of the community and the students who attend Kilgore College. The obligations have included expansion of the physical plant, increasing the size and quality of the faculty, and providing diverse vocational education as well as academic curricula.

Pre-planning for the nursing program began as a result of a request from area physicians and the administration of Good Shepherd Hospital in Longview, Texas. Good Shepherd Hospital was interested in the establishment of a nursing program to provide a source of registered nurses to their staff and the staff of other institutions in this area.

There had been a chronic, severe shortage of registered nurses in this five county area of Northeast Texas since World War II. The population was predominantly rural and numbered approximately 200,000. In one study, Report on Nursing Resources in Texas: 1966, Texas ranked 47th in the number of nurses per population of the fifty states and the District of Columbia. Texas had 170 registered nurses per 100,000 population. In the report, Allied Health Manpower in Texas, 1970, the five county area served by Kilgore College had even fewer registered nurses. It appeared from that report that the active full-time registered nurse population was 102 per 100,000. According to the Surgeon General's Report of 1963, that was approximately one-third of the recommended minimum 300 registered nurses per 100,000 population.

A 1970 survey of the five county areas showed the existence of fourteen hospitals, sixteen nursing homes, and three public health agencies. By 1973, the largest hospital in the area had added 100 beds, but at that time two units in the hospital were not open, because there were not enough nurses to staff those areas.

Acting upon the request for a local nursing program, the Board of Trustees of Kilgore College approved the establishment of a two-year associate degree nursing program. The Kilgore College Associate Degree Nursing (ADN) Program was initially housed in a small building at 904 Houston Street, Kilgore, Texas. In June 1969 Mrs. Rebecca Lohf became the first Chairman of the ADN Program. The first class was admitted in August 1969, and 24 students graduated in July 1971. Kilgore College had the only educational program producing registered nurses in this five county area.

The 1972 gift of the Crim home, a two-story building located on six acres south of the main campus, enabled the enrollment to grow. The buildings and land provided for educational space and faculty offices.

Many Kilgore College ADN graduate nurses remained in this area as full-time employees. In order to meet the continued nursing shortage, enrollment was increased each year to a high of over 100 freshman students in the fall of 1991.
Until 1988, graduates earned an Associate of Applied Arts Degree. At that time, Dr. Opal Stewart, the second Chairman and Director of the Division of Health Occupations, was instrumental in the degree being changed to an Associate of Applied Science Degree.

Students currently enrolled in the Kilgore College ADN program have the opportunity to master their skills through clinical assignments at Allegiance Behavioral Health Center in Kilgore, UT Tyler Health Science Center, Henderson Memorial Hospital in Henderson, Good Shepherd Medical Center in Longview, Columbia Longview Regional Medical Center in Longview, Rusk State Hospital in Rusk, Marshall Regional Medical Center, and the Truman W. Smith Children's Care Center in Gladewater. Other affiliations are provided in community facilities, such as home health agencies, nursing homes, school districts, and physician offices.
The program design of the Associate Degree Nursing Program at Kilgore College is based on the belief that the individual is a unique product of environment, culture, and life experiences. The Concept Base Curriculum addresses the changing needs of the community and the health profession, as well as the physiological, psychological, and spiritual needs of individuals and families. The following concepts form the basis of the program design: THE ROLE OF THE NURSE, CLINICAL JUDGEMENT, and EVIDENCE BASED PRACTICE. Patient centered care, ethical & legal practice, professionalism, and communication are unifying threads that support the concepts and are integrated throughout the courses.

The ROLE OF THE NURSE is as a Member of the Profession, a Provider of Patient-Centered Care, a Patient Safety Advocate, and a Member of the Health Care Team. As Member of the Profession, the nurse practices within the ethical/legal framework of the profession, with responsibility and accountability for nursing practice, through promotion of excellence, a commitment to lifelong learning, and projects a positive nursing image. As Provider of Patient-Centered Care, the nurse provides safe nursing care for individuals and families with caring, competence, and commitment. Through the use of interpersonal skills, problem solving, and clinical decision making, the nurse assesses, diagnoses, plans, implements, and evaluates the care provided. As Patient Safety Advocate, the culture and environment is insured by the nurse to protect the physical, psychological, microbiological, chemical, or thermal safety of the patient. To maintain safety the nurse must demonstrate knowledge of the Nurse Practice Act, and other state, federal, and organizational guidelines, formulate goals and outcomes based on Evidence-Based data, maintain competency in their own skill level, comply with mandatory reporting, and delegate based on patient safety and organizational policy. As a Member of the Health Care Team, the nurse collaborates with patients, their families, and the interdisciplinary team, serves as an advocate for health care quality and access, communicates and manages information with technology, and delegates and supervises aspects of nursing care to others as appropriate.

CLINICAL JUDGEMENT is both an intellectual and a creative process that enables the nurse to think critically and make sound decision making. The nurse utilizes the nursing process in decision making to provide safe, evidence-based, holistic nursing care of multi-cultural patients and their families.

EVIDENCE BASED PRACTICE is the systematic process of uncovering, evaluating, and using information from research as the basis for making clinical decisions and providing patient care

MISSION STATEMENT (rev 03.2017)

The Kilgore College Associate Degree Nursing Program provides a learner-centered environment that focuses on student access, success and completion via collaborative partnerships.

- Kilgore College Associate Degree Nursing Program promotes access through its comprehensive financial aid and scholarship programs.
- Kilgore College Associate Degree Nursing Program promotes success through high quality innovative instruction, holistic student support services and activities.
• Kilgore College Associate Degree Nursing Program promotes completion by providing concept-based instruction in order for students to flourish through entry into the workforce as highly skilled and technologically advanced nurses.
• Kilgore College leads and promotes partnerships through outreach to area health care providers, universities, hospitals and clinics and participation with Texas Academic Progression in Nursing.

STATEMENT OF BELIEFS

1. We believe the purpose of nursing education is to facilitate excellence by preparing graduates with the knowledge and skills for licensure in a rapidly changing profession in a variety of structured healthcare settings in a technological age.

2. We believe that faculty promotes an environment that provides students with opportunities to experience learning by incorporating knowledge from the biological, behavioral, and the physical sciences toward the attainment of a unique body of knowledge.

3. We believe that students apply this body of knowledge through the use of the nursing process and in developing clinical decision making skills. We believe learning is an interactive process in which the faculty and students share responsibility.

4. We believe in providing a quality education for a culturally diverse population and in recognizing varying backgrounds, skills, and learning styles, and fostering student success through a variety of educational and financial resources.

5. We believe we have a responsibility to the public and the community to graduate only students who will be considered safe providers of nursing care and who practice with a high level of ethical integrity.

6. We believe that nursing is a dynamic caring profession that provides an essential service to the East Texas community by preparing the graduate with skills necessary for entry into nursing practice and by encouraging graduates to have a vision for the communities in which they live and work.

7. We believe the teaching/learning process is a lifelong commitment to remain expert learners in each individual’s practice of professional nursing:
   a. For faculty in development of a dynamic curriculum for the program and continuing education; and
   b. For graduates to pursue continuation of personal and professional growth through lifelong learning.

8. We believe the four primary roles in nursing are Member of the Profession, Provider of Patient-Centered Care, Patient Safety Advocate and Member of the Health Care Team.
DEPARTMENTAL PURPOSE & GOALS

The purpose and goals for the students of the ADN program are as follows:

- Collaborate with other members of the health care team, patients and their families using evidenced-based practice to provide optimal health care throughout the life span. *Professional Growth, Member of the Health Care Team, Communication, Evidence Based Practice.*

- Believe in the significance for continued self-evaluation and life-long learning throughout their profession. *Professional Growth, Member of Profession.*

- Initiate and maintain communication and health teaching to meet the needs of clients and families of multicultural backgrounds, providing optimal healthcare throughout the life span. *Caring, Provider of Patient-Centered Care, Communication.*

- Demonstrate caring interventions that include nurturing and protective, compassionate and person centered care. *Caring, Provider of Patient-Centered Care, Patient Safety Advocate.*

- Provide Safe, competent and individualized care for clients and families by using clinical decision making skills that maintain consistent and precise safety measures in a variety of structured health care settings. *Ethical Integrity, Caring, Provider of Patient-Centered Care, Patient Safety Advocate, Clinical Decision Making.*

- Maintain ethical integrity and uphold the standards of nursing practice consistent with the roles of the Associate Degree Nurse as a leader or member of the interdisciplinary health team. *Ethical Integrity, Member of the Profession, Evidence Based Practice, Member of the Health Care Team.*

- Create and maintain a culture of client safety through proper client identification, communication with other health care workers, safe medication administration, reduction of infection risks, prevention of injury, and assessment for psychosocial risk. *Patient Safety Advocate, Provider of Patient-Centered Care, Clinical Decision Making, Communication.*

STUDENT LEARNING OUTCOMES

After completion of the program, students will be able to:

- Provide a safe and effective care environment for their patients, through appropriate management of patient care and promotion of safety and infection control.

- Provide for patient’s psychosocial integrity.

- Provide for patient’s physiological integrity through basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential and physiological adaptation.

- Provide for patient health promotion and maintenance.
• Provide care for patient’s utilizing the nursing process, including assessment, analysis, planning, implementation and evaluation.

• Provide patient care utilizing critical thinking to prioritize, set goals, apply knowledge with inferential and interpretive reasoning and predict or evaluate outcomes.

**AMERICAN NURSES ASSOCIATION**

**STANDARDS OF PRACTICE**

The six Standards of Practice describe a competent level of nursing care as demonstrated by the critical thinking model known as the nursing process. The nursing process includes the components of assessment, diagnosis, outcomes identification, planning, implementation, and evaluation. The nursing process encompasses all significant actions taken by registered nurses, and forms the foundation of the nurse’s decision-making.

**STANDARDS OF PRACTICE**

**Standard 1. Assessment**
The registered nurse collects comprehensive data pertinent to the patient’s health or the situation.

**Standard 2. Diagnosis**
The registered nurse analyzes the assessment data to determine the diagnoses or issues.

**Standard 3. Outcomes Identification**
The registered nurse identifies expected outcomes for a plan individualized to the patient or the situation.

**Standard 4. Planning**
The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

**Standard 5. Implementation**
The registered nurse implements the identified plan.

**Standard 5A: Coordination of Care**
The registered nurse coordinates care delivery.

**Standard 5B: Health Teaching and Health Promotion**
The registered nurse employs strategies to promote health and a safe environment.

**Standard 6. Evaluation**
The registered nurse evaluates progress towards attainment of outcomes.
STANDARDS OF PROFESSIONAL PERFORMANCE

The eight Standards of Professional Performance describe a competent level of behavior in the professional role – including activities related to quality of care, performance appraisal, education, collegiality, ethics, collaboration, research, and resource utilization. All nurses are expected to engage in professional role activities appropriate to their education and position. Ultimately, nurses are accountable to themselves, their patients, and their peers for their professional actions.

Standard 7. Quality of Practice
The registered nurse systematically enhances the quality and effectiveness of nursing practice.

Standard 8. Education
The registered nurse attains knowledge and competency that reflects current nursing practice.

Standard 9. Professional Practice Evaluation
The registered nurse evaluates one’s own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

Standard 10. Collegiality
The registered nurse interacts with and contributes to the professional development of peers and colleagues.

Standard 11. Collaboration
The registered nurse collaborates with patient, family, and others in the conduct of nursing practice.

Standard 12. Ethics
The registered nurse integrates ethical provisions in all areas of practice.

Standard 13. Research
The registered nurse integrates research findings into practice.

Standard 14. Resource Utilization
The registered nurse considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of nursing services.

Standard 15. Leadership
The registered nurse provides leadership in the professional practice setting and the profession.

1. The nurse provides services with respect for human dignity and uniqueness of the client, unrestricted by considerations of social or economic status, personal attributes, or the nature of the health problems.

2. The nurse safeguards the client’s right to privacy by judiciously protecting information of a confidential nature.

3. The nurse acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical, or illegal practice of any person.

4. The nurse assumes responsibility and accountability for individual nursing judgments and actions.

5. The nurse maintains competence in nursing.

6. The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.

7. The nurse participates in activities that contribute to the ongoing development of the profession’s body of knowledge.

8. The nurse participates in the profession’s efforts to implement and improve standards of nursing.

9. The nurse participates in the profession’s effort to establish and maintains conditions of employment conducive to high quality nursing care.

10. The nurse participates in the profession’s effort to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.

11. The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public.

Committee on Ethics. American Nurses Association, Washington, D.C.
Article I

Name, Purpose, and Function:

Section 1: The name of this association shall be the Nursing Faculty Association of Kilgore College Associate Degree Nursing Program (ADN).

Section 2: The purpose of this association is to:

A. Promote high standards of nursing education.
B. Provide direction for the ADN through cooperative decision-making.
C. Establish policies for nursing faculty and students in accordance with local, state, and national accrediting agencies.

Section 3: The functions of the Nursing Faculty Association are to:

A. Develop and implement the philosophy, objectives, and conceptual framework of the Nursing Program.
B. Plan, implement, evaluate, and revise the curriculum of the ADN Program.
C. Provide educational opportunities that enhance personal and professional growth of the students and faculty.
D. Promote quality health care through participation.
E. Participate in faculty activities and committees of Kilgore College, in ways that benefit Kilgore College, the Nursing Program, and individual Kilgore College faculty members.
F. Assist in selection, progression, and graduation of ADN students.
G. Assist in identifying and evaluating clinical agencies that meet the educational needs of the ADN students.
H. Develop future goals for the Kilgore College ADN Program.

Article II

Membership, Meetings, and Voting:

Section 1: The membership of this association shall include all nursing faculty (full-time, part-time, and adjunct) and nursing staff.

Section 2: The Kilgore College Nursing Faculty Association shall meet monthly during fall and spring semesters.

Section 3: The Kilgore College Nursing Faculty Association members shall present to the ADN secretary at or before the first faculty meeting, updated information, such as, continuing education credits, CPR renewal, immunizations, Hepatitis B, RN license renewal for the permanent file.
Section 4: Two-thirds of the membership shall constitute a quorum in order to conduct business.

Section 5: All members will have the privilege of voting on general Nursing Faculty Association issues. For issues specific to the Associate Degree Nursing Program, the privilege of voting will be limited to faculty. Suspension of voting rules may be requested at the beginning of a meeting, according to Robert’s Rules of Order.

Section 6: Special meetings may be called by the Chairperson or 50% of the full-time faculty. Notification of all meetings will be the responsibility of the Chairperson.

Article III

Officers, Election, and Duties:

Section 1: The officers of the Nursing Faculty Association shall be a Chairperson and a Secretary.

A. The Chairperson of the Nursing Faculty Association shall be the Director of the ADN Program.

1. Duties of the Chairperson are to:
   a. Prepare and distribute an agenda.
   b. Preside at all regularly scheduled meetings.
   c. Call special meetings.
   d. Maintain order and decorum and decide on all Questions of Order.
   e. Serve as ex-officio member of all committees.
   f. Act as liaison between the ADN Department, other Departments, and all cooperating agencies.
   g. Delegate Nursing Faculty Association assignments, as needed.
   h. Provide for maintenance of a permanent copy of all minutes and proceedings of all minutes in the ADN office.
   i. Recommend advisors for the local Texas Student Nurse Association (Kilgore College Nursing Student’s Association) to the Vice President for Student Affairs.

Section 2. In the absence of the Chairperson, the Chairperson shall designate a faculty member to assume the Chairperson’s duties.

A. A recording secretary will record the proceedings of all Nursing Faculty Association meetings.

1. Duties of the recording secretary are to:
   a. Record activities of the meeting, as outlined:
      1. Topic
      2. Discussion
      3. Recommendation/Decision
   b. Submit minutes to the ADN Program office.
   c. Perform secretarial duties as the Chairperson delegates.
2. The secretary for the Nursing Program will ensure that typed copies of the minutes are distributed to the membership, see that original minutes are placed in the official minute book, and ensure that corrections are transferred to the official minute notebook.
   a. The ADN secretary will maintain all manuals, handbooks, etc.
   b. The ADN secretary will type all new or revised policies and place in the appropriate place.
   c. The ADN secretary will submit appropriate records in the permanent file with all minutes.

Article IV

Standing Committees, Membership, Meetings, and Duties:

Section 1: The following standing committees will be combined related to the size of the faculty.

A. Curriculum Committee
   1. The Curriculum Committee shall consist of:
      a. All faculty members.
   2. Purpose of the Curriculum committee is to:
      a. Establish criteria for curriculum development.
      b. Provide guidelines for the development of syllabi.
      c. Monitor the content of all courses to maintain the overall curriculum.
      d. Plan, develop, implement, and ensure the curriculum is based on philosophy, framework, threads, and objectives of the Kilgore College ADN Program.
      e. Coordinate consistently in the overall program to ensure continuity of learning, such as simple to complex and general to specific.
      f. Recommend changes in the curriculum to the Nursing Faculty Association.
      g. Monitor and evaluate curriculum design and implementation.
      h. Monitor course and clinical objectives related to the testing process.

B. Program Evaluation Committee

   1. Program Evaluation Committee shall consist of:
      a. All faculty members.
   2. Meetings will be at least once during the fall and spring semesters.
   3. Purpose of the Program Evaluation Committee is to:
      a. Develop a plan of systematic evaluation of the total school program.
      b. Implement, report, and review specific areas, criteria, and methodology being evaluated.
      c. Recommend changes in the overall program to the Nursing Faculty Association.
      d. Review pass rate percentage on NCLEX for graduates taking the exam for the first time.
e. Compare statistics of students admitted to the Kilgore College ADN, the students completing the total program, and students passing NCLEX on the first try.

f. Request follow-up information about graduates after six months, one, and five years by employers.

g. Ensure that individual faculty members are evaluated by students each semester in class and in clinical to improve courses, teacher effectiveness and student performance.

h. Coordinate activities pertinent to maintaining state and national accreditation. (i.e. BON, ACEN).

i. Review and revise the Kilgore College ADN evaluation forms.

C. The Nursing Resource Committee

1. The Nursing Resource Committee shall consist of:
   a. All faculty members.

2. Purpose of the Nursing Resource Committee is to:
   a. Develop an evaluation tool using specific criteria to determine the most appropriate books/materials.
   b. Evaluate all presently used textbooks using specific criteria including the cost of the book to students.
   c. Review all faculty and student input in regards to textbooks, videos, and audio-visual supplies.
   d. Review library holdings, develop a “wish list” during each spring semester, and prioritize needs.
   e. Faculty will discuss and evaluate books, software, and movies applicable to their course.
   f. Inventory software and evaluate and monitor new purchases of software and videos. Determine ADN’s needs for new purchases.
   g. Initiate the process for application of grants and grant writing to update computers and software.

D. The Admission, Progression, and Readmission Committee

1. The Admission, Progression, and Readmission committee shall Consist of:
   a. All faculty members.

2. Meetings will be at least once a semester and as soon as information is available in the Fall and Spring semester.

3. Purpose of the Admission, Progression, and Readmission Committee is to:
   a. Examiner the admission rating information/transcripts of all students requesting admission into the ADN
   b. Make recommendations to the faculty about changes in the admission/readmission policies.
   c. Maintain transferable courses from Kilgore College by reviewing current trends in nursing education.
   d. Monitor the progression of student’s GPA.
e. Statistically analyze and evaluate student demographic data regarding admission, progression, and retention in the ADN program.

E. The Student Affairs Committee

1. The Student Affairs Committee shall consist of:
   a. Faculty/staff members appointed from both the freshman and sophomore years.

2. The Student Affairs Committee will meet in the fall and spring semesters as needed.

3. The purpose of the Student Affairs Committee is to:
   a. Coordinate all scholarship information to a central group of people.
   b. Select deserving individuals to be nominated for specific Scholarships.
   c. Maintain current scholarship information for students.
   d. Provide leadership to the students planning the Pinning and Graduation Ceremony and Reception.

F. The Kilgore College Grievance Committee

1. Procedure is governed by Kilgore College grievance policy.
2. Appointed on an as needed basis.

G. The Kilgore College Student Nurse Association

1. The Kilgore College SNA shall consist of paid membership and their advisor(s).

2. The Kilgore College SNA shall meet at least monthly during the Fall and Spring semesters, as per the SNA Bylaws.

3. The purpose of the SNA is to:
   a. Promote involvement in professional nursing activities.
   b. Participate in community projects.
   c. Participate in the state and national associations for student nurses.
   d. Demonstrate leadership qualities.

H. The Kilgore College Professional Nursing Peer Review Committee

1. The Kilgore College Professional Nursing Peer Review Committee shall be composed of:
   a. Three members and one alternate member from the teaching faculty of Kilgore College, who hold a current Texas license to practice professional nursing.
2. The Kilgore College Professional Nursing Peer Review Committee shall meet as needed basis during the year.

3. The purpose of the Professional Nursing Peer Review Committee is to:
   a. Meet the mandate from the Texas Legislature Article 4525b, Section 1(2).
   b. Review any complaint regarding unprofessional conduct, unprofessional behavior, impaired status, failure to provide adequate services, or failure to conform to minimum standards.
   c. Investigate complaints and make recommendations to the appropriate governing body.

I. The Student Forum:

1. The Student Forum shall consist of:
   a. All KC students in attendance, the Director and a recording secretary.

2. The Student/Forum shall meet once during the fall and spring semesters.

3. The purpose of the Student/Forum is:
   a. Provide an avenue for students to address concerns/issues.
   b. Improve communication between students and faculty.
   c. Ensure student input into the Kilgore College ADN

J. Secretary Duties are to:

1. Prepare and distribute agenda and minutes to all committee members.
2. Distribute a copy of the agenda, minutes, and reports to the ADN office.
3. Maintain a complete file of minutes and related documents.
4. Ensure corrections are transferred to the minute book.
5. Perform other duties as requested by the Chairperson.

Section 2: Level Team Committee

A. All full-time, part-time and adjunct faculty teaching a course and the associated clinical shall be members of the Level Team Committee.

B. The Chairperson shall be the Level Coordinator.

C. The meetings will be held at least twice each semester, at the beginning to prepare for the up-coming semester and at the end for course review.

D. The purpose of the committee shall consist of:
   1. Coordinate teaching/learning activities.
   2. Present concerns of faculty for consideration and action.
   3. Review and evaluate experiences for the semester
   4. Review student comments for level revisions.
   5. Review and evaluate classroom space, equipment, textbook, media and clinical agencies.
Article V

AD HOC/Special Committees

Section 1: Ad Hoc/Special Committee shall be appointed by the Director of the Kilgore College ADN as need arises.

Section 2: Ad Hoc/special committee shall automatically dissolve upon completion of the assigned task and filing of a final report to the ADN Director, Nursing Faculty, and Kilgore College ADN Secretary.

Article VI

Parliamentary Authority

Section 1: The New Robert’s Rules of Order will be the parliamentary authority.

Article VII

Section 1: Amendments to these bylaws must be submitted in writing to the Nursing Faculty Association of Kilgore College Associate Degree Nursing Program two weeks prior to a regularly scheduled meeting, at which time the amendment may be acted upon.

Section 2: Bylaws may be amended at any regular meeting by a vote of 2/3 of the voting membership.

Article VIII

Voting

Section 1: Voting may be accomplished by a voice, raising a hand, or a written ballot.

Section 2: A successful vote requires a majority of the Nursing Faculty Association members present voting in favor of the issue.

Article IX

Faculty Development and Evaluation

Section 1: The Nursing Faculty Association shall have a general plan for their professional growth and development.

1. The needs assessment survey will be turned in to the ADN office before the Christmas Holiday each year.
2. The ADN office will tabulate the needs and develop a list of the top 10 faculty educational needs. At least one program of the top 10 needs will be planned for each year.
   a. Programs done by NFA members
   b. Programs done by Kilgore College educators
   c. Programs offered by outside professionals

3. Each NFA member, as an instructor at Kilgore College, will write personal developmental goal(s) at their biannual evaluation. The goals should be based on needs identified by: students, fellow faculty, the ADN director, administration, or self.
   a. Each faculty member will share the goal(s) with the director.
   b. Outline a plan for meeting the personal educational needs.
   c. Discuss evaluation of performance and outcomes on the biannual self-appraisal/evaluation.

**Article X**

Procedure for NFA Bylaw or ADN Program Changes

All proposals for a change will be presented in writing to the proper committee.

The committee will review the proposal and either present it to the Nursing Faculty Association or return it to the faculty member who made the proposal with a written explanation of why the committee did not feel the change was necessary.

If the faculty member still wishes to see the change, the proposal can be placed on the agenda for the NFA monthly meeting.

Information should be circulated to the entire faculty no later than one week prior to the NFA monthly meeting. This will allow all faculty time to study any proposed changes.

**TESTING POLICY (5.22.15)**

1. Unit Learning Outcomes will be available to students at least one week prior to the exam.

2. Learning Outcome Evaluation Grids will be created by the instructor for every exam.

3. Test items will be written to the cognitive level of the course objectives.

4. Faculty members are responsible for the security of their test in advance.

5. Dates for major theory exams should be designated in advance.

6. The testing environment should be conducive to optimum test-taking as much as is in the control of the Instructor.

7. Computer generated tests should be password protected and time limited.
8. Students with special testing needs must present appropriate documentation from the Kilgore College Counseling Department to each of their Instructors.

9. Course instructors should obtain the assistance of other faculty members for proctoring major exams.

10. Confidentiality requires that no grades or status reports will be given by phone.

11. Test grades will be posted via e-learning to help maintain the confidentiality of scores.

12. A make-up exam policy, per the ADN Student Handbook, will be outlined in the course syllabus.

13. A master copy of the keyed test booklet and item analysis findings are to be kept on file until graduation or four (4) years from admission.

14. Test review and remediation times will be scheduled and held following completion of any written examination/quiz by the lecture Instructor or designee.

15. All computer generated examinations can be reviewed by the student immediately following completion of the examination.

16. Test item analysis will be done by the Instructor and Test Action Plans will be completed on all major theory exams.


**GRADING POLICY (revised 5/22/15)**

Course grades are determined by course instructors as spelled out in course syllabi. The grading scale utilized in the ADN program will be:

- **A** = 92 - 100
- **B** = 82 - 91.9
- **C** = 78 - 81.9
- **D** = 60 - 77.9
- **F** = 59.9 and below

Clinical scores are based on specific evaluation criteria outlined in the syllabus for each course. Students must have a passing score in both theory and clinical to successfully complete the course and advance to the next level.

A discussion will be held with the Director of Nursing concerning any students failing grades prior to these grades being submitted to the Registrar’s Office.
Students cannot be failed on care plans/case studies alone. Failure must be based on a combination of skills and required paperwork at each level.

When students are failed in a course, a letter outlining the reason for failure will be sent to the Director’s office, with justification for the failure, to be placed in the student’s file.

**COURSE SYLLABUS OUTLINE**

The course syllabus is intended to be the primary document whereby an instructor communicates to the student the purpose, direction, and major rules for a course. Each instructor must make a current syllabus, available online, to every student in the class. Each syllabus will include, **at a minimum**, all items below except those relating to an individual instructor:

**COURSE:**
- Name and catalog description of course
- Credit value of course
- Prerequisites, if any

**INSTRUCTOR:**
- Name and title
- Office number
- Phone number (office, voice mail, etc.)
- Office Hours

**COURSE RATIONALE**

**EDUCATIONAL MATERIALS:**
- Text - title, edition, author
- Supplements, if any
- Additional supplies (if needed)
- Resources - names and locations (computer lab, other labs, library, etc.)

**EVALUATION:**
- Examinations
- Quizzes
- Projects, assignments, papers, book reviews, field trips
- Type of final
- Calculation of final grade

**CLASSROOM POLICIES:**
- Attendance
- Make-up examination procedure
- Academic honesty statement
- Drop date

**DISCLAIMER:**
- Example: Your instructor reserves the right to make modifications
in content and schedule as necessary to promote the best education possible within prevailing conditions affecting this course.

COMMON COURSE OBJECTIVES: Include examples with SCANS Competencies in parentheses.

SCHEDULE OF CLASSES AND/OR LABS:
This will consist of a daily or weekly schedule of classes, topics reading assignments, and test dates.

At this point you want to list more detailed objectives and/or a course outline, personalizing your syllabus.

EVALUATION POLICY/PROCEDURE

Purpose: Evaluations are utilized to determine outcomes of faculty teaching, and total program effectiveness. Agency evaluations are utilized as feedback of clinical teaching outcomes.

1. Evaluation of faculty:
   A. Faculty evaluation procedure is presented in the Kilgore College Faculty Handbook under Status of Employment – DLA
   B. Students will complete a course evaluation on the instructor who taught their current nursing course.

2. Agency Evaluation:
   A. Agency evaluation and/or assessment may be initiated by the faculty or director at the end of each semester.
   B. The Evaluation Committee will be available to develop objectives and design and instrument for evaluation for both the facility and staff.

3. Program Evaluation:
   A. Periodic program evaluation will be conducted by the Evaluation Committee and Program Director with input from the faculty.
   B. Criteria for evaluation will include:
      1. Student achievement tests as compared to state and national scores.
      2. Research of regional, state, and national ADN programs.
      3. Review of NCLEX results.
      4. Class Schedule
ADVISORY COMMITTEE

1. Functions of the Kilgore College ADN Advisory Committee:

The advisory committee provides for closer understanding and better cooperation between health care facilities and the Kilgore College ADN program. It provides a two-way system of communication between the school and community, which is essential to all educational programs. The function of the advisory committee is to give advice. The committee has no administrative authority.

2. Selection of members:

Committee members will be selected from persons in the Kilgore College service area. Members will include Kilgore College ADN alumni. Some important personal qualifications to be considered in the selection are:
   a. Interest and willingness to work in the promotion of the Kilgore College ADN program
   b. Good character and integrity
   c. Civic mindedness and an unselfish spirit with courage to express their ideas and defend their convictions
   d. Experience in the field of health care.

3. Appointment of members:

Appointment to the committee will be made at the beginning of each calendar year. A letter of invitation will be sent to each member. The role of the committee should be included in the letter. A statement should be included clarifying that the committee's role is advisory to the Kilgore College ADN program, which has the policy making responsibility.

4. Meeting dates:

The Advisory Committee will meet at least once during the academic school year. The meeting date will be set by the ADN Director. Members will be notified in writing at least one month in advance of the scheduled meeting. Included in the notice will be the time, place, and purpose of the meetings. An agenda should be included if possible. An invitation will be sent to all Kilgore College ADN faculty members.

5. Selection of officers:

a. Presiding Officer - will be asked to serve for a one year term by the ADN director and will conduct all meetings
b. Secretary - Minutes will be taken by the ADN department Support Specialist. A copy of the minutes will be forwarded to the Kilgore College ADN office within the month following the meeting.
NEW FACULTY ORIENTATION

Name:________________________________ Date:____________

During the first semester of employment in the Kilgore College ADN department, the new faculty member will complete the following:

**Completion Date:**

1. Provide the ADN office with a current CPR card (annual), a current R.N. Texas license number, immunization information, and Hepatitis B information.

2. Meet with Kilgore College administrators:
   a. President
   b. Vice-President
   c. Director of Human Resources
   d. Division Dean
   e. ADN Director

3. Complete forms for Human Resources/Business Office
   a. Application
   b. Insurance
   c. Benefits
   d. Tax information


5. Have Kilgore College photo identification card made


7. Tour Kilgore College campus

8. Tour Kilgore College ADN facilities

9. Orientation to clinical facilities

10. Review job description

11. Attend Kilgore College new faculty orientation

Employee signature: ___________________________ Date Completed: ________
ORIENTATION PROGRAM FOR NEW FACULTY

I. Purposes of the Orientation Program:
   A. Acquaint new faculty with the philosophy, purposes, and objectives of the ADN program.
   B. Orient new faculty to the organization and administration of Kilgore College and the ADN program.
   C. Enable new faculty to become acquainted with their responsibilities as a faculty member.

II. Orientation to Community Facilities and Agencies:
   A. Conference with nursing administrators in community agencies utilized for clinical experiences. The following items should be discussed:
      1. Nursing service philosophy
      2. Nursing service objectives
      3. Organizational structure
      4. General information about facility
      5. Floor plan or map
      6. Specific student nurse, extern, and hospital policies
   B. Tour of the clinical agency.
   C. Tour of nursing units.

III. Orientation to classroom and laboratory facilities, resources, and teaching techniques:
   A. General classrooms
      1. Audio-visual equipment
      2. Computer equipment
   B. Faculty offices
   C. Skills laboratory
      1. Clinical equipment
      2. Audio-visual equipment
   D. Orientation to the computer lab
   E. ADN office
      1. Student files
      2. Faculty and committee minutes notebooks
      3. Telephone functions and procedures
      4. Keys
      5. Textbooks/syllabus
      6. Forms
      7. Fax cover sheet and # (903-983-8175)
      8. ADN telephone list
      9. Copy center work order
      10. Request for textbook change
      11. Kilgore College course schedule request
      12. Kilgore College grade change permit
      13. Faculty mailbox
      14. Evaluation forms
15. Skills lab referral form
16. Critical incident report form

IV. Job Descriptions
A. ADN Director
B. ADN Instructor
C. Adjunct/Part Time Instructor
D. Clinical Instructor
E. Course Coordinator
F. Clinical Assistant
G. Lab Assistant
H. Computer Lab Assistant
I. Sims Lab Coordinator
J. Support Specialist
K. Committee Chair
L. Committee/Level Secretary
M. Student Organization Sponsor
N. Special Projects Coordinator
O. Work Study Student
KILGORE COLLEGE ASSOCIATE DEGREE NURSING PROGRAM
JOB DESCRIPTION

Title: **DIRECTOR**
Immediate Authority: Dean of Science, Math and Health Sciences

A. JOB DESCRIPTION

The Director of the Associate Degree Nursing Department is responsible for implementing, and evaluating the activities of the Associate Degree Nursing Program.

The duties of the Director include those identified by the college for instructors. In addition, the Director:

1. Maintains relationships with administrative authorities, other academic departments and support units.
2. Provides leadership for faculty and staff.
3. Is responsible for the development, implementation, and evaluation of the program of learning.
4. Maintains coordination and quality assurance to the ADN program in accordance with the varying accrediting bodies.
5. Makes faculty assignments.
6. Provides assistance and guidance to the nursing faculty.
7. Promotes and provides for faculty development.
8. Maintains accurate and complete records as required by Kilgore College.
9. Maintains open lines of communication and a working relationship inter- and intra-departmentally.
10. Schedules and conducts departmental meetings.
11. Serves as a member of all standing nursing committees.
12. Is responsible for seeing that the program serves the needs of the community and is consistent with the parent institution.
13. Counsels, recruits, and accepts applications into the ADN Program.
14. Carries a “reduced” teaching load if administrative duties permit.
15. Prepares and administers the online budget.
16. Screens and recommends candidates for faculty appointment, retention and promotion.
17. Develops and maintains relationships with local, state, regional and national agencies.
18. Meets periodically with clinical agency personnel and nursing service personnel to discuss, review, clarify and adjust operational policies to meet the purposes of the program.
19. Insures that written agreements for use of clinical facilities are mutually developed by the parent institution and external agencies. These agreements:
   a) Ensure that faculty members have control of and freedom to select appropriate learning experiences.
   b) Have termination clauses that provide sufficient time for enrolled students to meet objectives of course.
20. Keeps abreast of new instructional ideas, materials and equipment, and makes these known to the faculty.
21. Evaluate faculty and staff bi-annually.
22. Performs other duties as directed by the immediate supervisor.

B. ACADEMIC BACKGROUND

1. Texas Board of Nursing Requirements - Each professional nursing educational program shall be administered by a qualified individual who is accountable for the planning, implementation and evaluation of the professional nursing educational program.
2. Hold a current license or privilege to practice as a registered nurse in the state of Texas.
3. Hold a master’s degree or a doctorate degree in nursing.
4. Have a minimum of three years teaching experience in a professional nursing educational program.
5. Have demonstrated knowledge, skills and abilities in administration within a professional nursing Educational program; and to carry a teaching load of no more than three clock hours per week if required to teach.

C. PERSONAL REQUIREMENTS

1. Works and supports the philosophical framework of Kilgore College and the ADN Program.
2. Works effectively within a group or independently.
3. Is student oriented and able to meet deadlines?
4. Possesses the ability to create effective professional relationships.
5. Accepts responsibility for own actions.
6. Participation in academic guidance and counseling.
7. Participation in the development, implementation, and enforcement of standards / policies for admission, progression, probation, and dismissal of students.
Title: **INSTRUCTOR**
Immediate Authority: Director of ADN Nursing Program

A. **JOB DESCRIPTION**

The Associate Degree Nursing Instructor assumes responsibility for performance of all functions generally identified by the college as within the realms of the instructor. In addition, the instructor:

1. Participates in planning, implementing and evaluating the teaching-learning process in the classroom and laboratory setting.
2. Maintains accurate and complete course records as required by KC.
3. Takes an active part in college activities by serving on departmental and college-wide committees.
4. Attends departmental meetings and participates in planning, implementing and evaluating assigned courses for continued development of the nursing curriculum and completes assigned areas of the Master Plan for Program Evaluation.
5. Keeps abreast of current trends in education and nursing practice to improve his/her instructional ability.
6. Participates in the selection of textbooks, library, audio-visual acquisitions and other instructional support materials.
7. Maintains public relations with assigned clinical agencies to include assessing the adequacy of available clinical learning experiences.
8. Written clinical objectives shall be shared with the clinical preceptors or clinical teaching assistants prior to or concurrent with the clinical learning experience.
9. Participates in student recruitment, advisement and registration.
10. Checks out equipment and supplies to students for use in the laboratory.
11. Refers students to appropriate references when indicated.
12. Sets up and operates audio-visual equipment when needed.
13. Faculty shall be readily available to students, clinical preceptors, or clinical teaching assistants during clinical learning experiences.
14. Performs other duties as requested by the Program Director.

B. **ACADEMIC BACKGROUND**

1. Hold a current license of privilege to practice as a registered nurse in the State of Texas;
2. Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in subject area of teaching responsibility.
3. Hold a master’s degree or doctorate degree, in nursing.
4. A minimum of 3 years of associated work experience.
C. PERSONAL REQUIREMENTS

1. The designated faculty member shall meet periodically with the clinical preceptors or clinical teaching assistants and students for the purpose of monitoring/evaluating clinical learning experiences.
2. Is willing to work within the philosophical framework of Kilgore College and the Associate Degree Nursing Program.
3. Works effectively within a group or independently.
4. Is student oriented and able to meet deadlines?
5. Establish and maintain professional relationships with peers, colleagues and students.
6. Creates climate conducive to student learning and peer relationships.
7. Possesses a realistic estimate of own strengths and weaknesses and a willingness to seek assistance appropriately.
8. Evaluates the learning situation and implements decisions in the best interest of the students.
9. Is an active member of college committees and functions?
Title: **ADJUNCT / PART-TIME INSTRUCTOR**  
Immediate Authority: Director of ADN Nursing Program

A. **JOB DESCRIPTION**

The Adjunct/Part-time Instructor assumes responsibility for performance of all functions generally identified by the college as within the realms of the instructor. In addition, the instructor:

1. Participates in planning, implementing and evaluating the teaching-learning process in the classroom, laboratory or clinical setting.
2. Maintains accurate and complete course records as required by KC.
3. Keeps abreast of current trends in education and nursing practice to improve his/her instructional ability.
4. Maintains public relations with assigned clinical agencies to include assessing the adequacy of available clinical learning experiences.
5. Works with theory instructors in planning and carrying out evaluation of nursing techniques.
6. Refers students to appropriate references when indicated.
7. Performs other duties as requested by the Program Director.

B. **ACADEMIC BACKGROUND**

1. Hold a current license of privilege to practice as a registered nurse in the State of Texas;
2. Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in subject area of teaching responsibility;
3. Hold a master’s degree or doctorate degree, in nursing;
4. A minimum of 3 years of associated work experience.

C. **PERSONAL REQUIREMENTS**

1. Willing to work within the philosophical framework of Kilgore College and the Associate Degree Nursing Program.
2. Works effectively within a group or independently.
3. Is student oriented and able to meet deadlines.
4. Establish and maintain professional relationships with peers, colleagues and students.
5. Creates climate conducive to student learning and peer relationships.
6. Possesses a realistic estimate of own strengths and weaknesses and a willingness to seek assistance appropriately.
7. Evaluates the learning situation and implements decisions in the best interest of the students.
Title: **CLINICAL INSTRUCTOR**  
Immediate Authority: Director of A.D.N. Nursing Program

A. **JOB DESCRIPTION:**

The Clinical Instructor assumes responsibility for performance of all functions generally identified by the college as within the realms of the instructor. In addition, the instructor:

1. Works in coordination with the Course Coordinator and the Skills Lab Instructors.
2. Assist in the preparation of the Course Syllabus for the clinical portion with input into the other syllabus for the course.
3. Attend team meeting/communicate with Course Coordinator prior to clinical beginning and after completion.
4. Must alert Course Coordinator when clinical schedule is changed in order to maintain required clinical hours.
5. Be aware of the Unit Learning Outcomes and base clinical experiences on enhancement of Unit Learning Outcomes.
6. Responsible for assuring that students have provided and discussed their Learning Outcomes and expectations with the clinical staff.
7. Assist in the scheduling of clinical sites.
8. Provide ongoing posting of student assignments and responsible for upgrading each student’s skill level so it will be available for the nurses at the clinical sites.
9. Responsible for student evaluations for the clinical area.
10. Responsible for grading and providing feedback for clinical paperwork within one week of student turning in the paperwork.
11. Responsible for counseling with students on progress.
12. Attend meetings as required.
13. Maintain a professional, supportive relationship with all students.
14. Responsible for maintaining grades sheets.
15. Responsible for consulting with other instructors on students’ progress.
16. Provide a written, signed copy of grades to the Course Coordinator one day prior to the college deadline. Enter grades electronically if access provided.

B. **ACADEMIC BACKGROUND**

1. Hold a current license of privilege to practice as a registered nurse in the State of Texas;
2. Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in subject area of teaching responsibility.
3. Hold a master’s degree or doctorate degree, in nursing.
4. A minimum of 3 years of associated work experience.

C. **PERSONAL REQUIREMENTS**

1. Willing to work within the philosophical framework of Kilgore College and the Associate Degree Nursing Program.
2. Works effectively within a group or independently.
3. Is student oriented and able to meet deadlines.
4. Establish and maintain professional relationships with peers, colleagues and students.
5. Creates climate conducive to student learning and peer relationships.
6. Possesses a realistic estimate of own strengths and weaknesses and a willingness to seek assistance appropriately.
7. Evaluates the learning situation and implements decisions in the best interest of the students.
Title: **COURSE COORDINATOR / TEAM LEADER**
Immediate Authority: Director of ADN Nursing Program

A. **JOB DESCRIPTION**

The Course Coordinator/Team Leader assumes responsibility for performance of all functions generally identified by the college. In addition, the coordinator:

1. Instruction of the didactic portion of the course.
2. Administer the course tests for the didactic portion and the Lab, if responsible for the instruction of the skill portion.
3. Prepare the course syllabus which includes the didactic, lab, and clinical and submit by the required deadline.
4. Develop a lecture, lab and clinical schedule to be turned in to the ADN office prior to the beginning of the course.
5. Any changes to the course schedule should be submitted to the ADN office prior to implementation to maintain required hours.
6. Lecture power points, or outlines, will be available to students prior to class.
7. Team meetings/communication with all clinical faculty/staff will take place prior to beginning clinical.
8. Schedule clinical sites. Assist the clinical instructors with student assignments as requested.
9. Provide copies of the syllabus to each clinical site.
10. Prepare and post at each clinical site, names and level of function of each student.
11. Counsel with students as needed.
12. Grade paperwork required including care plans and return within a one week period.
13. Attend meetings as required.
14. Work week 30 hours minimum plus any overload time.
15. Regular posted office hours maintained.
16. Absence slips required for time missed to be turned in within a week or return to duty.
17. Team meeting with clinical and lab staff at the beginning and end of each semester.
18. Maintain professional supportive relationship with all students.
19. Responsible for maintaining grade sheets.
20. Develop Unit Learning Outcomes based on Program Learning Outcomes and place in the syllabus.
21. Lecture based on the Unit Learning Outcomes.
22. Provide written blueprints (LOEG) based on Unit Learning Outcomes, prior to the lecture beginning, over the content.
23. Develop exams and finals based on the Unit Learning Outcomes.
24. Analyze exam results for Unit Learning Outcomes. Develop an Action Plan for Unit Learning Outcomes that have a less than 70% mastery, re-teach and re-test those Unit Learning Outcomes.
25. Submit all lecture grades to the ADN office the day prior to college deadline. Correct all copies of Clinical Grades and confirm their computer entry on day prior to college deadline.
26. Service Learning must be designated for courses and clinical grade entry.
27. When students have failed in a course, a letter outlining the reason for failure will be sent to the Director’s office, with justification for the failure, to be placed in the student’s file.

B. ACADEMIC BACKGROUND

1. Hold a current license of privilege to practice as a registered nurse in the State of Texas;
2. Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in subject area of teaching responsibility.
3. Hold a master’s degree or doctorate degree, in nursing.
4. A minimum of 3 years of associated work experience.

C. PERSONAL REQUIREMENTS

1. Willing to work within the philosophical framework of Kilgore College and the Associate Degree Nursing Program.
2. Works effectively within a group or independently.
3. Is student oriented and able to meet deadlines.
4. Establish and maintain professional relationships with peers, colleagues and students.
5. Creates climate conducive to student learning and peer relationships.
Title: **CLINICAL ASSISTANT / INSTRUCTIONAL ASSISTANT**  
Immediate Authority: Director of ADN Nursing Program

A. **JOB DESCRIPTION**

The Clinical Assistant / Instruction Assistant assumes responsibility for performance of all functions generally identified by the college as within the realms of the clinical assistant. In addition, the assistant:

1. Reviews expectations for preparation and completion of clinical paperwork.
2. Maintains accurate and complete course records as required by KC.
4. Maintains public relations with assigned clinical agencies to include assessing the adequacy of available clinical learning experiences.
5. Works with clinical instructors in the planning of nursing techniques.
6. Acts as a resource person to students in the clinical setting.
7. Performs other duties as requested by the Program Director.

B. **ACADEMIC BACKGROUND**

1. Hold a current license or privilege to practice as a registered nurse in the State of Texas.
2. Have the clinical expertise to function effectively and safely.
3. Holds a Bachelor’s Degree in Nursing.

C. **PERSONAL REQUIREMENTS**

1. Willing to work within the philosophical framework of Kilgore College and the Associate Degree Nursing Program.
2. Works effectively within a group or independently.
3. Is student oriented and able to meet deadlines.
4. Establish and maintain professional relationships with peers, colleagues and students.
5. Creates climate conducive to student learning and peer relationships.
6. Possesses a realistic estimate of own strengths and weaknesses and a willingness to seek assistance appropriately.
Title: **LAB ASSISTANT**
Immediate Authority: Director of ADN Program

A. **JOB DESCRIPTION:**

Will be assigned to the Skills Lab for 30 hours per week. The position requires the person be prepared as a licensed nurse and demonstrates current knowledge and application of clinical skills. Standards of responsibilities include:

1. Assist students in practice of assigned clinical skills.
2. Maintain supplies and equipment.
3. Recommend additions and deletions of supplies and equipment to coordinators and completes assigned areas of the Master Plan for Program Evaluation.
4. Provide inventory and quality control data for supplies and equipment.
5. Monitor students, referred by an instructor, with a sign-in and sign-out sheet.
6. Follow a written policy and procedure for each skill and make information available to the student.
7. Coordinates linen control for procurement, use, and return.
8. Provide an organized, safe, clean environment in which to learn.
10. Assists with other duties as assigned.

B. **ACADEMIC BACKGROUND**

BSN with a current license in the State of Texas.

C. **PERSONAL REQUIREMENTS**

1. Possesses the ability to create effective professional relationships.
2. Works effectively with people.
3. Speaks, writes, and listens effectively.
4. Reviews a situation, makes recommendations to faculty for the best interests of the program.
5. Accepts responsibility for her own actions.
Title: **COMPUTER LAB ASSISTANT**
Immediate Authority: Director of A.D.N. Program

A. **JOB DESCRIPTION:**

Will be assigned to the Computer Lab for 30 hours per week. The position requires the person be prepared as a licensed nurse and demonstrates current knowledge and application of clinical skills. Standards of responsibilities include:

1. Assist students in working through the assigned computer activities.
2. Maintain supplies, equipment, and software.
3. Recommend additions and deletions of supplies, equipment, and software to coordinators and completes assigned areas of the Master Plan for Program Evaluation.
4. Provide inventory and quality control data for supplies, equipment, and software.
5. Monitor students, referred by an instructor, with a sign-in and sign-out sheet.
6. Follow a written policy for each activity and make information available to the student.
7. Provide an organized, safe, clean environment in which to learn.
8. Assists with other duties as assigned.

B. **ACADEMIC BACKGROUND**

BSN with a current license in the State of Texas.

C. **PERSONAL REQUIREMENTS**

1. Possesses the ability to create effective professional relationships.
2. Works effectively with people.
3. Speaks, writes, and listens effectively.
4. Evaluates a situation, makes decisions and implements them for the best interests of the program.
5. Accepts responsibility for her own actions.
Title: **SIMULATION LAB COORDINATOR**
Immediate Authority: Director of A.D.N. Nursing Program

A. **JOB DESCRIPTION**

1. Participates in planning, implementing and evaluating the teaching-learning process in the simulation lab setting.
2. Maintains accurate and complete course records as required by KC.
3. Takes an active part in college activities by serving on departmental and college-wide committees.
4. Attends departmental meetings and participates in planning, implementing and evaluating assigned courses for continued development of the nursing curriculum and completes assigned areas of the Master Plan for Program Evaluation.
5. Keeps abreast of current trends in education, nursing practice, and simulation lab activities to improve his/her instructional ability.
6. Participates in the selection textbooks, library, audio-visual acquisition and other instructional support materials utilized in the Simulation Lab.
7. Checks out equipment and supplies to students for use in the Simulation Lab.
8. Maintain supplies, equipment, and software to use in the Simulation Lab.
9. Recommend additions and deletions of supplies, equipment, and software to director and completes assigned areas of the Master Plan for Program Evaluation.
10. Provide inventory and quality control data for supplies and equipment.
11. Provide an organized, safe, clean environment in which to learn.
13. Works with faculty in planning and carrying out evaluation of nursing simulation activities.
14. Performs other duties as requested by the Program Director.

B. **ACADEMIC BACKGROUND**

1. Hold a current license of privilege to practice as a registered nurse in the State of Texas.
2. Show evidence of teaching abilities and maintaining current knowledge, clinical expertise, and safety in subject area of teaching responsibility.
3. Hold a bachelor’s degree in nursing.
4. A minimum of 3 years of associated work experience.

C. **PERSONAL REQUIREMENTS**

1. Willing to work within the philosophical framework of Kilgore College and the Associate Degree Nursing Program.
2. Works effectively within a group or independently.
3. Student oriented and able to meet deadlines.
5. Creates climate conducive to student learning and peer relationships.
6. Maintains professional relationships with peers, colleagues and students.
7. Is an active member of college committees and functions.
8. Evaluates the learning situation and implements decisions in the best interest of the students.
Title: **SUPPORT SPECIALIST**
Immediate Authority: Director of ADN Nursing Program

A. **JOB DESCRIPTION**

The Support Specialist of the Associate Degree Nursing Program is responsible for maintaining department records, facilitating inter and intra departmental communication, organizing the department office for efficient operation and supporting the functions of the department Director.

1. Answers the telephone, supplies information and makes referrals.
2. Maintains and promotes open lines of communication inter and intra departmentally, i.e. room scheduling and department calendar.
3. Maintains a file on applicants, active and inactive students, and faculty.
4. Routinely inventories supplies needed for efficient operation of the ADN Office.
5. Types, reproduces, and maintains files, minutes and materials needed for the efficient operation of the ADN Office.
6. Types and duplicates documents or data appropriate to any professional organization in which the Director holds an office.
7. Supervises work-study students in the nursing office.
8. Maintains an accurate system for handling mail and maintaining the faculty bulletin board.
9. Collects and maintains accounts of fees as designated by the Department Director.
10. Keeps a current account of accurate departmental budget expenditures.
11. Maintains calendars for the Department Director and schedules appointments.
12. Maintains ADN manuals of policies and procedures handbook for faculty and students.
14. Files the original course syllabi in the filing cabinet in the ADN Office.
15. Maintains the nursing student files for application, admission, and permanent records, such as immunization dates, CPR renewal dates, Declaratory Orders, and background checks.
16. Each year files updates for ADN faculty personnel files, such as Licensure Validation, CPR Renewal, continuing education etc.
17. Assumes other responsibilities and projects when time allows.

B. **ACADEMIC BACKGROUND**

1. Meets Kilgore College’s criteria for the position of support specialist.
2. Possesses academic preparation to include secretarial and clerical skills appropriate and sufficient for employment.

C. **PERSONAL REQUIREMENTS**

1. Possesses the ability to maintain effective professional relationships.
2. Works effectively with people.
3. Speaks, writes, and listens effectively.
4. Evaluates a situation, makes decisions and implements them for the best interests of the program.
5. Accepts responsibility for her own actions.
6. Seeks counsel from appropriate sources.
7. Accepts the philosophy and objectives of Kilgore College.
8. Accepts the philosophy and objectives of the ADN Program.
Title: COMMITTEE CHAIRMAN
Immediate Authority: Director of the ADN Program

A. JOB DESCRIPTION

The committee chairman is an associate degree nursing instructor who assumes responsibility for democratically coordinating the activities of a committee. In addition to other responsibilities, the committee chairman.

1. Schedules, plans, and conducts committee meetings.
2. Maintains open lines of communication between the committees, administration, and committee members.
3. Follows committee guidelines as stated in the faculty by-laws.
4. Appoints a secretary to keep minutes of meetings.
5. Ascertains that the committee maintains accurate and up-to-date records.
6. Submits reports of committee action regularly to the general faculty.
7. Encourages student participation in the committee.

C. CHAIRMAN SELECTION

Committee chairmen are appointed by the program director. Committee chairmen serve from the beginning of the school year in the fall semester until the next full semester begins.

D. INSTRUCTION LOAD

The committee chairman has full teaching responsibility in clinical and/or classroom instruction. No reduction in faculty load is made to committee chairmen.
Title: **COMMITTEE/LEVEL SECRETARY**
Immediate Authority: Director of the ADN Program

A. **JOB DESCRIPTION**

The secretary of a committee/level is an associate degree nursing instructor who is responsible for maintaining records of action taken during the meetings and seeing that these minutes are typed, distributed, and placed in the proper records. In addition, the committee/level secretary will:

1. Keep accurate minutes of the meetings.
2. Organize minutes in accordance with department format and oversee the typing of the minutes.
3. Note errors of previous minutes so that corrections can be made.
4. See that attachments to the minutes are placed in the records with the minutes.

B. **SECRETARY SELECTION**

The committee/level secretary is appointed by the chairman of the committee chairman. The committee chairman may choose to rotate the duties of secretary among committee members by meeting, month, semester, or appoint one person to serve for the year.

C. **INSTRUCTION LOAD**

The committee/level secretary has a full clinical and/or classroom teaching load.
Title: **STUDENT ORGANIZATION SPONSOR**
Immediate Authority: Director of the ADN Program

A. **JOB DESCRIPTION**

   The student organization sponsor is an associate degree nursing instructor who assumes the responsibility for coordinating the activities of the student organization. In addition, the student sponsor will:

   1. Work with officers of the student organization to coordinate meetings, guest speakers, and fund raising activities.
   2. Supervise KCNSA activities as stated in the organization By-Laws, and in accordance with Department of Nursing and Kilgore College policy.
   3. Encourage open communication with other faculty and administration concerning association activities.
   4. Oversee functions of the KCSNA.
   5. Assist club treasurer with financial management.

B. **SPONSOR SELECTION**

   The student organization sponsor is selected by the department chairman. The sponsor is appointed for one academic year.

C. **INSTRUCTION LOAD**

   The sponsor of the student organization carries a full clinical and/or classroom teaching load.
Title: **SPECIAL PROJECTS COORDINATOR**
Immediate Authority: Director of the ADN Program

A. **JOB DESCRIPTION**

Each special projects coordinator will be a nursing faculty who assumes the responsibility for developing and coordinating a special event or an area of special interest for the department. Each project will require the performance of specific functions to be developed during the school year.

1. **Workshops/CEU’s**

   a. Obtain information regarding workshops to be held in the area within the next year.
   b. Contact area hospitals/schools to find out what topics are of interest and needed.
   c. Compile a list of topics for the general faculty.
   d. Determine what funds are available for workshops using Carl Perkins funds and department budget.
   e. Present the above information to the general faculty at the October or November General Faculty Meeting.
   f. Assist faculty in planning and implementing at least one workshop per year.

2. **Grant Writing and Research Development**

   a. Obtain publications with information on grants that are available.
   b. Begin a library of resource materials for faculty use containing information on grant writing and research development.
   c. Assist faculty as a resource person in writing grants and developing research.

3. **News Releases and Article publication**

   a. Work with the public relations staff on Kilgore College to have news releases published in area newspapers, radio announcements, television community service spots, etc., of upcoming or current events.
   b. Write, edit and forward news releases to the appropriate office at least two weeks prior to the event.
   c. Obtain information from three leading nursing journals concerning the steps required and format preferred to publish an article.
   d. Begin a library of resource materials for faculty to use containing information on the process involved in getting news released in the media and publishing articles.
   e. Assist faculty as a resource person in getting news released and processing articles for publication.
4. Other duties as requested by the Director.

B. SPECIAL PROJECTS COORDINATOR SELECTION

Each project will have a coordinator who is selected by the general faculty. The coordinator will serve for one school year.

C. INSTRUCTION LOAD

The special projects coordinator carries a full clinical and/or classroom teaching load.
Title: **WORK STUDY STUDENT**  
Immediate Authority: Support Specialist for the ADN Program

A. **Job Description**

Each semester one or more students can be assigned to the ADN office to assist the Support Specialist of the Associate Degree Nursing Department.

Work-study students will be able to perform the following tasks.

1. Typing  
2. Filing  
3. Straightening and organizing equipment and office  
4. Running errands  
5. Answering the telephone and directing students  
6. Mailing out information

B. **ACADEMIC BACKGROUND**

1. Meet the criteria established in the office of the Special Services Population Officer.  
2. Must not be currently enrolled in a nursing or pre-nursing course.

C. **PERSONAL REQUIREMENTS**

1. Must be able to communicate effectively with others.  
2. Must be able to maintain confidentiality about department information.
ADN CALENDAR

A department calendar will be maintained by the ADN Support Specialist in a location accessible to the ADN faculty. The calendar will relate information concerning required meetings and special events, such as, committee meetings, seminars, department functions, deadlines, etc.

The ADN Support Specialist will utilize voice mail or e-mail to notify all faculty of upcoming meetings, conferences, etc.

STANDING COMMITTEE ASSIGNMENTS:

Each faculty member will serve on at least one standing committee in addition to Team Committees. Faculty are appointed to a committee for a one year term by the Program Director at the first fall meeting of each school year. (Faculty By-Laws, Article III, Section 2.)

KILGORE COLLEGE PERSONNEL POLICIES

The ADN personnel policies correspond with those found in the Kilgore College Personnel Policies and Procedures Manual.

All faculty will have access to the college policy and procedures manual.

The faculty is encouraged to be familiar with and adhere to the policies and the procedures of Kilgore College.

Some personnel policies of interest to ADN faculty can be located in Section D of the Personnel Manual, such as:

1. Employment Objectives – DAA
2. Requirements and Restrictions – DBA
3. Non-school Employment – DBF
   Fulltime Kilgore employees seeking outside employment are required to submit a written request to the Director of Human Resources for approval.
4. Hiring Practices – DC
5. Contract and Noncontract Employment – DD
6. Compensation and Benefits – CDD
   Full-time employees will receive their paychecks on the 15th and end of the month.
7. Retirement Programs – DF
8. Employee Rights and Privileges – DGC Academic Freedom
9. Standards of Conduct – DH
10. Assignments and Schedules – DI
    A full load shall be 15 hours for faculty.
11. Workload – DI
Teachers must spend a minimum of 30 hours a week plus any overload in classes, clinical and conference periods.

12. Professional Development – DK
Instructors are expected to meet their professional growth responsibilities by completing either three hours of graduate work or 45 hours of workshop seminars every three years. Each instructor is responsible for providing a copy of the transcript or certificate to the ADN office.

All employees shall receive a copy of their annual written evaluation.

14. Termination – DMAB
Written notification of intent to non-renew an employee contract shall be made by March 1 of each year.

15. Personnel Positions – DNA

16. Academic Achievement – EGA
At the end of the semester in each course, the instructor is responsible for giving a comprehensive final examination, not to exceed two hours in length, at the time specified in the final exam schedule.

NOTE: All faculty will be expected/assigned to help with student registration each semester.

All new Kilgore College employees will attend a new employee orientation. Information about compensation, benefits, and insurance will be provided.

During the year all faculty will receive copies of the personnel directory, the Kilgore College department directory, newsletters, and updated policies.

**STUDENT RECORD MAINTENANCE**

**Purpose:** To maintain original supportive documentation of student grades

**Policy:** It is the policy of the ADN program to maintain all original documents supporting all grades earned by students.

**Procedure:** Faculty members will:

1. Maintain –
   a. All test scantrons
   b. Grade sheets
   c. End of semester grade calculations

2. Faculty will turn in to the Course Facilitator the above collected documents.

3. All Course Facilitators will turn in the following:
   a. One Xeroxed copy of the K.C. grade sheet and supporting attendance sheets to the ADN Support Specialist.
b. Original documents will be sent, by each instructor, to the Registrar and turned in to the appropriate clerk.

4. Xeroxed copies will be maintained in the files in the ADN Director's office and in the Course Facilitator's offices.

5. Clinical evaluations of student performance will be filed by the clinical instructors in the appropriate student folders maintained in the ADN office.

6. Each Course Facilitator will maintain all test scantrons, a copy and key for each test, a scantron key for each test and the statistical analysis of each unit test and the final. The documents will be destroyed after the student graduates or four (4) years from admission.

Nursing Administration will:

2. Maintain accurate and current records in a confidential manner that will be accessible to appropriate parties.

3. Maintain records of current students.

4. Maintain faculty records.

5. Maintain administrative records, which include minutes of faculty meetings for the past three years, annual reports, and course outlines.

6. Maintain the current program of study and curriculum including mission and goals (philosophy and outcomes), and course outlines.

7. Maintain agreement with affiliating agencies.

8. Maintain the Master Plan for Evaluation with most recent data collection.

9. Maintain records and assure they are safely stored to prevent loss, destruction or unauthorized use.

10. Maintain copies of the program’s Annual Reports and important Board of Nursing communications.

11. Maintain copies of K.C. grade sheets and supporting attendance sheets.

12. Maintain clinical evaluations of student performance in appropriate student folders.

13. Destroy records on the following schedule:

   a. Graduates: one year following graduation
   b. Failures: four years after entry into program.
   c. Applicants: One year following application to the program.
APPENDIX
POLICY AND PROCEDURE FOR
CRITICAL INCIDENT REPORT

Purpose:

The critical incident report form will be used to document occurrences with students requiring instructor intervention. If the incident occurs in the clinical agency and involves patients, verify the need to complete agency forms as well.

Procedure:

The instructor should complete a copy of the form. It should then be reviewed and signed by both the instructor and student. The original should be submitted to the Director for placement in the student’s permanent record. The instructor may want to retain a file copy and give a copy to the student as well.
KILGORE COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
CRITICAL INCIDENT REPORT

Include: Date and description of the initial incident/complaint, efforts toward resolution (verbal and/or written), initial outcome, and areas of compromise/agreement and/or conflict.

Student: _______________________________  _____ positive documentation
Observer: _______________________________  _____ negative documentation

___________ Clinical Warning of Unsafe Practice

Describe incident (instructor):
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Student comments:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Plan of action:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

FACULTY/STAFF: ________________________________

STUDENT: ________________________________

DATE: __________________

A copy of this report will be given to the student, instructor, and ADN Office for student’s file. (May use back, if necessary)
STUDENT REFERRAL TO NURSING LAB

**Purpose:** To improve students' clinical skills level to a competent standard of practice.

**Policy:** Students with unsatisfactory clinical skills performance levels will be referred to the Lab Assistant (Associate Degree Nursing laboratory, Health Sciences Building) following a documented conference with the student concerning their unsatisfactory level of performance.

**Procedure:**
1. The clinical instructor will complete the Prescription for Success Form
2. Give the form to the student.
3. The student will make an appointment with the Lab Assistant.
4. The Lab Assistant will practice with the student the skills needing perfection.
5. On another day, the student must satisfactorily perform a return demonstration before being permitted to return to the clinical setting.
6. The Lab Assistant will document progress of the student in the Learning Lab and sign the form.
7. The student will complete their portion of the form and sign.
8. One copy will be sent to the ADN office, one put in the student’s file, and one will be given to the submitting instructor.
**PRESCRIPTION FOR SUCCESS**

**Instructor:** Please complete this form for a student demonstrating a need for practice/remediation in any area of concern. Examples include but are not limited to: med administration or calculation, sterile technique, etc.

Student: ___________________ Date: _____________ Course: ________________

Within the next week, please make an appointment with: ______________________

**Referring Instructor’s Reason for Rx:** (please provide enough factual/objective detail so the instructor working with the student will be able to focus on the main concerns.)

________________________________________________________________________________________

_Instructor Signature__________________________

**Student perception of need for Rx:** (please explain your view of the problem in your own words – ie. what do you see as a weakness or area in need of improvement.)

________________________________________________________________________________________

_Student Signature_________________________

**Remediating Instructor Rx notes:** (please make anecdotal notes regarding the Rx session – ie. student progress/improvement, remaining weaknesses, etc.)

________________________________________________________________________________________

_Instructor Signature_________________________

**Student Rx notes:** (please share your perception of how the Rx session went – ie. do you feel more confident in your weak areas, was the session successful)

________________________________________________________________________________________

_Student Signature_________________________

Student’s receiving a Prescription for Success should, along with the recommended remediation, write a 300 word essay, in Times New Roman, 12 font, double spaced. The student should use the Texas Administrative Code as their primary reference. The essay should address why the students’ action(s) or lack of action(s) observed by the evaluating faculty is in violation of The Standards of Practice.

Date prescription completed: ______________________

The student should **NOT** be given the original Rx form. Feel free to make a copy for the student if requested. When complete return form to the referring instructor. ***File original in the students’ permanent record.***
Kilgore College Associate Degree Nursing Program

Mentoring Plan for New Faculty

The Director of the Associate Degree Nursing Program will supervise the new faculty member’s orientation and will be available as a consultant. The current policy on orientation of new nursing faculty will be instituted and supplemented as follows:

Orientation to Kilgore College:
General Orientation

Orientation to Nursing Department:
Provided by experienced nursing faculty as assigned:

(Overview)
- Assessment of individual strengths and weaknesses
- Faculty and Student Handbook
- Mission, Philosophy, Conceptual framework
- BON rules, regulations
- WECM
- Syllabi, course outcomes, unit objectives
- Lesson plans
- Evaluation, grades
- ParScore
- Scheduling, planning calendar
- Lunch with all faculty members
- Nursing department forms
- Important phone numbers

Orientation to Teaching Role:
Provided by experienced nursing faculty as assigned, and ongoing as needed.
- Use of Audiovisual equipment
- Observation of teaching
- Planning the lesson, using the textbook and syllabus, course and unit objectives
- Integrating the program concepts into the lessons
- How to involve students in the lesson plan
- Creativity in teaching
- Evaluating the effectiveness of teaching

Implementation of teaching role:
Mentor will monitor and evaluate new faculty member as lessons are presented. An assigned faculty member will be available as a consultant throughout the semester for the new faculty member.

Orientation to creating an exam:
Throughout semester as exams are given: Exams will be reviewed by experienced faculty prior to administration. Faculty will assist with grading, etc for the first semester.
➤ Bloom’s taxonomy
➤ Creating application level or higher level questions
➤ Grading
➤ Creating a grade sheet, maintaining records

**Orientation to clinical teaching role:**
New faculty will orient with experienced faculty for at least one week of clinical rotations and will be available by cell phone or pager as needed.

➤ Review of clinical objectives
➤ Orientation to assigned clinical sites (provided by clinical site)
➤ Evaluation of students in the clinical site
➤ The clinical evaluation tool
➤ Documentation and counseling of students in the clinical site

**Orientation to use of resources:**
➤ Library, online journals
➤ Student services
➤ Remediation resources for students
➤ Other college-based resources
➤ Textbook representatives
➤ Accessing [www.bon.state.tx.us](http://www.bon.state.tx.us)
➤ Review of important policies

**Evaluation of orientation:**
Evaluation of orientation of new faculty will be both formative and summative. Revisions to this plan may be made as deemed necessary by the new faculty member, experienced faculty member, or the director as needed.
Faculty Member: _____________________________________

Start Date of Faculty Member: ___________________________ (Mo/Day/Year)

New Faculty Job Title___________________________________

Mentor Assigned as Consultant for the first semester: ___________________________

<table>
<thead>
<tr>
<th>ORIENTATION CRITERIA:</th>
<th>NEW FACULTY Initials / Date</th>
<th>Mentor Initials</th>
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<tbody>
<tr>
<td>ORIENTATION TO KILGORE COLLEGE</td>
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<tr>
<td>ORIENTATION TO NURSING DEPARTMENT:</td>
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<tr>
<td>3. Review of TBON educational rules and regulations.</td>
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<tr>
<td>4. Review of Syllabi, course outcomes, unit objectives.</td>
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<tr>
<td>5. How to develop a lesson plan.</td>
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<td>6. Review of how to evaluate the students, grades.</td>
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<td>7. How to prepare a planning calendar.</td>
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<tr>
<td>8. Lunch with all faculty members.</td>
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<tr>
<td>9. Review of nursing department forms.</td>
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<tr>
<td>10. Important phone numbers provided; how to use telephone system.</td>
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<tr>
<th>NEW FACULTY Initials / Date</th>
<th>Mentor Initials</th>
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<tbody>
<tr>
<td>ORIENTATION TO CLASSROOM TEACHING ROLE:</td>
<td></td>
</tr>
<tr>
<td>1. Uses of audiovisual equipment.</td>
<td></td>
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<tr>
<td>2. Observation by new faculty to actual teaching by experienced faculty.</td>
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<tr>
<td>3. How to plan the lessons, use the textbook and syllabus, follow course and unit objectives.</td>
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<tr>
<td>4. How to integrate the course concepts into the lesson plan.</td>
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<tr>
<td>5. How to use creativity in teaching to stimulate student participation in classroom teaching.</td>
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<tr>
<th>NEW FACULTY Initials / Date</th>
<th>Mentor Initials</th>
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<tbody>
<tr>
<td>IMPLEMENTATION OF TEACHING ROLE:</td>
<td></td>
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<tr>
<td>1. Planned lesson is presented by new faculty member.</td>
<td></td>
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<tr>
<td>2. An assigned mentor is present during presentation for support and evaluation of presented lesson.</td>
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<tr>
<td>3. Lesson is reviewed by both parties after presentation and suggestions are discussed.</td>
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<tr>
<td>4. Assigned mentor is available for the first semester to assist as needed with classroom teaching.</td>
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<tr>
<td>ORIENTATION TO EXAMS</td>
<td>NEW FACULTY Initials / Date</td>
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<tr>
<td>1. Creating questions at application level or above.</td>
<td></td>
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<tr>
<td>2. Review of grading criteria.</td>
<td></td>
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<tr>
<td>3. How to create a grade sheet and maintain student records.</td>
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<tr>
<th>ORIENTATION TO CLINICAL TEACHING</th>
<th>NEW FACULTY Initials/ Date</th>
<th>Mentor Initials</th>
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</thead>
<tbody>
<tr>
<td>1. Review of clinical objectives for assigned clinical course.</td>
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<tr>
<td>2. Review of syllabus, forms for clinical rotations.</td>
<td></td>
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<tr>
<td>3. Completed orientation provided by clinical site.</td>
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<tr>
<td>4. Completed orientation to clinical instructor role for one week with assigned MSN mentor.</td>
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<td>5. How to use the clinical evaluation tools correctly.</td>
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<td>7. How to document problems and counsel students in the clinical setting.</td>
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<tr>
<td>8. Mentor available throughout semester via pager or cell phone.</td>
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<tr>
<th>ORIENTATION TO USE OF COLLEGE RESOURCES:</th>
<th>NEW FACULTY Initials/ Date</th>
<th>Mentor Initials</th>
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<tbody>
<tr>
<td>1. Review of Library, on-line resources for journals, etc.</td>
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<tr>
<td>2. New faculty visit of student services, registrar’s office, business office.</td>
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<tr>
<td>3. Identified Remediation resources for students.</td>
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<tr>
<td>4. Review of Educational Resources, Inc. services and total testing program (HESI Access)</td>
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<tr>
<td>5. Provided list of textbook representatives.</td>
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<td>6. Able to access BON educational information at <a href="http://www.bon.state.tx.us">www.bon.state.tx.us</a></td>
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<td>7. Reviewed other important college or departmental policies as needed.</td>
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<tr>
<th>EVALUATION OF ORIENTATION:</th>
<th>NEW FACULTY Initials/Date</th>
<th>Mentor Initials</th>
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<tbody>
<tr>
<td>1. Formative evaluations are complete during first semester for September, October, and November.</td>
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<td>2. Summative evaluation is completed during finals week of the first semester.</td>
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<tr>
<td>3. Review and re-planning meeting held with the Director during final week of the first semester.</td>
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<td>4. Orientation completed.</td>
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<td>5. Orientation extended to following semester.</td>
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COMMENTS:
<table>
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<tr>
<th>EACH SEMESTER INSTRUCTOR REQUIREMENTS</th>
<th>NEW FACULTY Initials/ Date</th>
<th>Mentor Initials</th>
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<tbody>
<tr>
<td>1. Team Meetings</td>
<td></td>
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<tr>
<td>2. Finalizing Grade Book by Submitting Final Grades in the Required Format</td>
<td></td>
<td></td>
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<tr>
<td>3. Campus Connect</td>
<td></td>
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<tr>
<td>4. PLO HESI Learning Outcomes Grid</td>
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<tr>
<td>5. Checking Student Health Records</td>
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<td>6. Student Study Guides</td>
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<td>7. Using FISDAP</td>
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<td>8. Posting Office Hours</td>
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<tr>
<td>9. Completing Booklist for Course</td>
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<tr>
<td>10. Semester Summary</td>
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<td></td>
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<tr>
<td>11. Computing Lecture and Clinical Grades</td>
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<tr>
<td>12. Writing Student Learning Outcomes and Study Guides</td>
<td></td>
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<tr>
<td>13. All Unit Exams and Final with:</td>
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<tr>
<td>a. Test Review with Students</td>
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<td>b. Answer Keys and Rationales</td>
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<tr>
<td>c. Item Analysis Summary</td>
<td></td>
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<tr>
<td>d. Student Assignment Results</td>
<td></td>
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<tr>
<td>e. LOE Grid Master</td>
<td></td>
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<tr>
<td>f. Student Learning Objectives</td>
<td></td>
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<td>g. Action Plans</td>
<td></td>
<td></td>
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<tr>
<td>h. Blue Prints</td>
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<tr>
<td>14. Syllabi</td>
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<tr>
<td>15. Clinical Sites</td>
<td></td>
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<tr>
<td>16. Computer Lab Overview</td>
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<td>17. Skills Lab Overview</td>
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<tr>
<td>18. Simulation Lab Overview</td>
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<tr>
<td>19. Requesting classroom, clinical sites, simulation lab, computer lab</td>
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</tbody>
</table>

NEW FACULTY SIGNATURE: ____________________________ DATE: __________________

MENTOR SIGNATURE: ____________________________ DATE: __________________

DIRECTOR SIGNATURE: ____________________________ DATE: __________________
Definitions

Clinical Judgment:
The art of making a series of decisions to determine whether to take action based on various types of knowledge. The individual recognizes changes and salient aspects in a clinical situation, interprets their meaning, responds appropriately, and reflects on the effectiveness of the intervention. Clinical judgment is influenced by the individual’s previous experiences, problem-solving, critical-thinking, and clinical reasoning abilities (del Bueno, 1994; Dillard, Sideras, Carlton, Lasater, & Siktberg, 2009; Jackson, Ignatavicius, & Case, 2004; Lasater, 2007; Tanner, 2006).

Clinical Reasoning:
The ability to gather and comprehend data while recalling knowledge, skills (technical and nontechnical), and attitudes about a situation as it unfolds. After analysis, information is put together into a meaningful whole when applying the information to new situations (Alfaro-LeFever, 1995; Benner, Sutphen, Leonard, & Day, 2010; Tanner, 2006).

Clinical Scenario:
The plan of an expected and potential course of events for a simulated clinical experience. The clinical scenario provides the context for the simulation and can vary in length and complexity, depending on the objectives. The clinical scenario design includes: Participant preparation; Pre-briefing (Briefing): review of objectives, instructions prior to implementation of scenario, questions, or other resources used in the scenario; Patient information describing the situation to be managed; Participant objectives; Environmental conditions, including manikin, setting, or standardized patient preparation; Related equipment, props, and tools or resources for assessing and managing the simulated experience to increase the realism; Roles, expectations, or limitations of each role to be played by participants; A progression outline including a beginning and an ending; Debriefing; Evaluation criteria.

Coaching:
A method of directing or instructing a person or group of people in order to achieve a goal or goals, develop a specific skill or skills, or develop a competency or competencies.

Critical Thinking:
A disciplined process that requires validation of data, including any assumptions that may influence thoughts and actions, and then careful reflection on the entire process while evaluating the effectiveness of what has been determined as the necessary action(s) to take. This process entails purposeful, goal-directed thinking and is based on scientific principles and methods (evidence) rather than assumptions or conjecture (Alfaro-LeFever, 1995; Benner, 2004; Jackson et al., 2004).
Cueing:
Information provided that helps the participant progress through the clinical scenario to achieve stated objectives (NLN-SIRC, 2013).

Debriefing:
Debriefing is an activity that follows a simulation experience and is led by a facilitator. Participants’ reflective thinking is encouraged, and feedback is provided regarding the participants’ performance while various aspects of the completed simulation are discussed. Participants are encouraged to explore emotions and question, reflect, and provide feedback to one another. The purpose of debriefing is to move toward assimilation and accommodation to transfer learning to future situations (Johnson-Russell & Bailey, 2010; NLN-SIRC, 2013).

Evaluation:
A broad term for appraising data or placing a value on data gathered through one or more measurements. It involves rendering a judgment including strengths and weaknesses. Evaluation measures quality and productivity against a standard of performance (Bourke & Ihrke, 2012).

Facilitation:
A method and strategy that occurs throughout (before, during, and after) simulation-based learning experiences in which a person helps to bring about an outcome(s) by providing unobtrusive guidance (Lekalakala-Mokgele & duRand, 2005).

Facilitator:
An individual who provides guidance, support, and structure during simulation-based learning experiences.

Feedback:
Information given or dialogue between participants, facilitator, simulator, or peer with the intention of improving the understanding of concepts or aspects of performance (Van de Ridder, Stokking, McGaghie, & ten Cate, 2008).

Fidelity (also known as Realism/Authenticity):
Believability, or the degree to which a simulated experience approaches reality; as fidelity increases, realism increases. The level of fidelity is determined by the environment, the tools and resources used, and many factors associated with the participants. Fidelity can involve a variety of dimensions, including (a) physical factors such as environment, equipment, and related tools; (b) psychological factors such as emotions, beliefs, and self-awareness of participants; (c) social factors such as participant and instructor motivation and goals; (d) culture of the group; and (e) degree of openness and trust, as well as participants’ modes of thinking (Dieckmann et al., 2007; NLN-SIRC, 2013).
Guided Reflection:
Process used by the facilitator during debriefing that reinforces the critical aspects of the experience and encourages insightful learning, allowing the participant to assimilate theory, practice, and research in order to influence future actions (NLN-SIRC, 2013).

Monitoring:
Viewing the simulation from any viewing room in real-time.

Playback:
Playing recorded video from the simulation experience either with the students completing the simulation and/or the entire class.

Post-Simulation Activities:
Assignments that are planned and completed after the simulation to reinforce the simulation experience.

Pre-Simulation Activities:
Assignments that are planned prior to simulation in order to prepare students for the simulation experience.

Problem Solving:
Refers to the process of selectively attending to information in the patient care setting, using existing knowledge and collecting pertinent data to formulate a solution. This complex process requires different cognitive processes, including methods of reasoning and strategizing, in order to manage a situation (Uys, Van Rhyn, Gwele, McInerney, & Tanga, 2004).

Professional Integrity:
A trait exhibited by one’s ability to consistently and willingly practice within the guidelines of the code of ethics of a chosen profession.

Prompt:
A cue given to a participant in a scenario.

Remediation:
The act or process of correcting a performance gap.

Safe Learning Environment:
The emotional climate that facilitators create by the interaction between facilitators and participants. In this positive emotional climate, participants feel at ease taking risks, making mistakes, or extending themselves beyond their comfort zone. Facilitators should be thoroughly aware of the psychological aspects of learning, aware of the effects of unintentional bias, aware of cultural differences, and attentive to their own state of mind in order to effectively create a safe environment for learning.
Safe Patient Care:
Quality care provided by health care practitioners with a focus on the prevention of harm to patients.

Purpose: The purpose of Clinical Simulation Lab is to increase clinical competence through selected critical thinking scenarios. Simulations are designed to improve performance, communication, and to enhance the student’s ability to promote patient safety. The debriefing time is to encourage students to self-analyze their performance and make improvements in their patient care. Continual “Unsafe Clinical Practice” in the Clinical Simulation Lab will be subject to the same remediation/action as if it had taken place in an actual clinical setting and will be reflected in the overall clinical grade.

Faculty Simulation Lab Use Guidelines

1. Scheduling

All simulations are scheduled on the student’s regularly assigned simulation day. If a faculty or student needs to use the Simulation Lab on another day, approvable must be obtained from the Simulation Lab Coordinator. Faculty may be expected to be flexible with their simulation time. If scheduling conflicts arise, the determination of simulation use will be decided by the Simulation Lab Coordinator. If necessary, to keep the number of students in the simulation lab to a minimum, a faculty may be asked to consider running simulations on an alternate day. Scheduling conflicts may be managed with splitting the use of the simulators.

When scheduling requests are made, faculty must indicate:
- Course for simulation
- Simulation Scenario number or concept
- # of students
- Specific requests (not setup) for supplies

Faculty must reserve:
- Classroom
- Computer lab

2. Faculty Preparedness for Simulation

It is expected faculty will prepare their own simulation activities. Faculty may seek assistance from the Simulation Lab Coordinator prior to the event.

- Technology. If faculty are unsure how to use the technology (monitors, debriefing videos, etc) for the simulation lab, it is expected they seek assistance from the Simulation Lab Coordinator prior to the day of the experience.
• Equipment. Do not use betadine, markers, or pens on manikins. Use only the provided oil for lubricant.

• Faculty must make requests for equipment not stocked in the simulation or skills lab at least two (2) weeks prior to the event.

3. Facilitation

Assigned faculty are expected to facilitate their own simulations (pre-simulation, simulation, debriefing, post-simulation). Assigned faculty may request and receive assistance from the Simulation Lab Coordinator if available. Faculty are expected to notify students of concepts/objectives that should be met or will be reviewed during simulation.

4. Student Evaluation/Assessment

Faculty are expected to continually assess students for professionalism regardless of the purpose of the simulation. Faculty are expected to evaluate students during the simulation experience using the ‘Simulation Evaluation Tool’ and ‘Instructor Simulation Evaluation Form’. Faculty should make students aware of simulation experience requirements and if they will be evaluated/assessed on certain skills/knowledge/competencies/etc.

**Prescription for Success**

If a student is noticeably unsafe or continues to perform below an expected level, a ‘Prescription for Success’ should be immediately initiated for the student. Referring Faculty are responsible for tracking the student progress and ensuring that the ‘Prescription for Success’ is completed. ‘Prescription for Success’ forms are kept in the filing cabinet in the Simulation Control Room. Please complete the forms as thoroughly as possible, note on the tracking form, make a copy and place in the ‘Rx for Success’ folder, kept in the file cabinet. ‘Prescription for Success’ forms should be filed in the students’ permanent record when student has completed the referred assignment.

5. Video Recording/Playback

Faculty must make students aware they are being videotaped at all times. Faculty must obtain written consent from students to be videoed. Video copies of the simulation will be saved and stored on the computer and/or jump drive and archived for an undetermined amount of time.

**Student Simulation Experience Expectations**

1. Professionalism

Students must act in a professional manner at all times while in simulation or the classroom for pre-simulation, monitoring, debriefing, playback and post-simulation.
2. Dress

Students should be dressed in appropriate clinical attire for simulation.
- Royal blue scrubs with KC patch
- White tennis shoes
- Name tag
- Dress like you are going into a clinical situation (hair up, no jewelry, no visible tattoos, etc. Follow the student handbook book guidelines for clinical attire.)

3. Preparedness

Students are to come prepared for simulation including having the necessary materials.
- Extra gloves from skills kit (have in pocket and ready to use if needed)
- Extra alcohol preps from skills kit
- Pen light
- Stethoscope
- PENCIL and paper
- Drug reference books
- Completed pre-simulation assignment

Student are to come with all pre-assignments completed and ready to turn in.
- Watch assigned videos for the assigned simulation
- Complete any packets, etc. that are assigned
- Read assigned chapter(s)
- Be prepared to take a pre-test upon arrival to simulation lab
- Failure to have all pre-assignments completed will be cause for the student to be sent home for not being prepared. It will also reflect on the ‘Simulation Evaluation Tool’ and ‘Instructor Simulation Evaluation Form’. Failure to participate in lab will result in a clinical absence and the time will have to be made up.

4. Simulation Scenario

- You will be assigned nursing roles. With each role you are to participate as realistically as possible. For most scenarios there will be two or three RN roles. You are considered equal in your ability. For example, no one is primary or secondary, therefore, you work as a team to give the best care possible to your patient.
• Your instructor is not going to give you answers or guide you.

• In most instances, an instructor will be speaking as the patient. You should ask the patient, family (if present), etc. questions just as you would in the clinical setting.

• You can obtain from your patient: B/P, Pulse, Respirations

• If you want a Blood sugar, Pulse Ox, Temperature, etc: Simulate obtaining them and then the instructor will provide the value for you.

5. Viewing and Recording

Students viewing the simulation should remain professional at all times and not make negative or rude comments regarding other students completing the simulation experience. Faculty have the right to record simulations for playback.

• Faculty may use playback for debriefing purposes in group situations.

• Faculty may use playback for one-on-one student discussion when used for assessment/evaluation of individual students.

Faculty may ask to use video playback in circumstances outside the class that conducted the simulation experience.

6. Evaluation

Students will be evaluated during the simulation scenario. Instructors will be reviewing the simulation in order to provide the student with valuable feedback. A standardized ‘Instructor Simulation Evaluation Form’ will be used with every simulation. The student is responsible for bringing this form, with his or her name and course number, to the instructor each simulation day. Students will also be evaluated by means of post-simulation activities and quizzes. If at any time the faculty see a deficit in the students’ performance, the student may receive a ‘Prescription for Success’. This form details where the student needs assistance and who the student is to see in order to receive support.

Prescription for Success

This form will be given to the student with detailed instructions. The student is responsible for making sure the success plan is carried out. The ‘Prescription for Success’ is tracked and recorded by the referring instructor. When complete, the form will be filed in the students’ permanent record.

7. Manikin Use and Simulation Lab Conduct

• Do not use pens, markers or betadine on manikins.

• Use only the provided oil for lubricant.
• Student are to act as if they are in a real patient situation keeping in mind safety and infection and HIPAA regulations.

• Students are to remain confidential and professional regarding the performance of other students during and after simulation experiences.

• The manikins do not have Latex on the outside of them but students should notify their instructor(s) if they have a latex allergy.

• There is no food or drink allowed in the simulation lab except for prop purposes.

• Faculty and staff have the right to remove students from simulation experiences if conduct is violated.

8. Simulation Equipment

• The Pyxis (Medication dispense system) contains the medications you will need for your scenario. This does not have the Medication Administration Record (MAR). It is only a medication dispense system. You will be given a user ID. You will create your own password, no one will have access to this password but you. You will keep this throughout the educational program, so write it down and know where to find it. An orientation will be given in small groups when you receive your Simulation Lab Orientation.
- **Workstation on Wheels (WOW).** The WOW contains extra supplies in the lower drawers. There will be a brief in-service on how to gain access to the WOWs when in the lab. You can pull up the patient record/orders to use at the bedside and while giving medications to the patient.

  Medications should be scanned in at the bedside using the WOW.
• Nurses station computer. You will also be able to access the patient record at the Nurses station.
The phone at the Nurses station will be used to call the “Physician, Lab, Dietary, e.” if needed.
Sources for Guideline Development


Missouri Southern State University. (n.d.). Policy and procedures manual: Simulation center for interdisciplinary clinical education


ACKNOWLEDGMENT OF
RECEIPT AND ACCEPTANCE OF
SIMULATION LAB HANDBOOK

I, _________________________________, acknowledge the receipt of the Simulation Lab Handbook. My signature also represents my acceptance of and agreement to follow the rules and guidelines set forth in the Kilgore College Simulation Lab Handbook.

Signature __________________________________________________________

Date ___________________________
Name __________________________________ Semester ____________________

STATEMENT OF CONFIDENTIALITY

I acknowledge, understand, and agree that in the performance of my duties as a participant of the Kilgore College Simulation Hospital, I must hold both medical and non-medical patient information in strict confidence.

I understand that to share patient information with a fellow student will be considered a HIPPA violation and may result in disciplinary action or immediate termination of my enrollment or assignment, if found to be valid through investigation.

Signature ____________________________ Date ____________________

SIMULATION VIDEO WAIVER

TERMS OF AGREEMENT & AUTHORIZATION

I acknowledge, understand and agree to allow Kilgore College faculty and/or administration to utilize the simulation videos in which I participate for debriefing, education and evaluation purposes in class and outside of the class in which it is conducted. This includes but it is not limited to conferences, college presentations, facilitator training, etc.

Signature ______________________________ Date ____________________

_______ (initial) I understand that this form is binding and a part of my permanent school record. The above agreement will stay in effect for the entirety of my status as a Kilgore College Associate Degree Nursing Program Student.