

SAGRADO

Universidad del Sagrado Corazón

PROGRAMA DE ENFERMERÍA

FACULTY HANDBOOK NURSING PROGRAM



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INTRODUCTION

The Nursing Program Faculty Handbook is correlated with the institutional one. It contains a series of concepts and norms that provides guidance to faculty and academic staff. It is a source of functional and practical information regarding norms, duties, and responsibilities of part-time and full-time professors.

The Faculty Handbook of Universidad del Sagrado Corazón establishes a **full-time professor** is one who, most of the time, performs duties that are specific and fundamentally related to the teaching-learning process, even when having academic release for research, studies, and departmental or institutional projects, as long as there would normally be a regular academic load of 15 credits per semester or the equivalent. **A part-time professor** is one who has no academic rank, teaches 1 to 9 credits per semester, or up to 12 credits in special cases, and whose hiring is subject to course availability.

MISSION, PHILOSOPHY, AND OBJECTIVES

Mission of the Nursing Program

As an integral part of Sagrado, the Nursing Program is committed to preparing nursing professionals with the required competencies, to be a leader, and to strive for the highest quality of customer care taking into account cultural, ethical and legal values, following the standards of nursing practice, among other aspects that promote a quality and safety practice.

Objectives of the Nursing Program

1. Prepare highly educated nursing professionals to practice effectively and competently. Adopt a humanist, social, moral, and spiritual role in the care provided to create a culture of health and reduce health disparities in a global society, with an emphasis on prevention and welfare of vulnerable populations.
2. Prepare nursing professionals committed to community service and care, moral and professional values, and with the knowledge, skills, and attitudes to perform professional nursing roles as care, communication, and client service providers.
3. Use fundamental concepts of biology, social sciences, theology, and philosophy. Apply nursing knowledge to evaluate the understanding and use of emotions to

respond to the human experience of health, disease, and healing. Integrate technology, information management, and biodiversity in offering quality care in client service to meet the demands of health and social assistance.

4. Use the best available proof to develop evidence-based practices and research in a constantly changing world, providing the opportunity to increase the learning experience of students and the professional development of professors through continuous improvement processes in order to increase efficiency and productivity.
5. Professors and students use university resources in accordance with their financial stability, to prepare themselves in building their own knowledge and professional development; to promote health and disease prevention, showing leadership, and improving quality and safety in client care, among other competencies included in *The Essentials of Baccalaureate Education for Professional Nursing Practice* [American Association of Colleges of Nursing (AACN), 2008].

Philosophy of the Nursing Program

We firmly believe that:

- Education in the nursing profession is a continuous, flexible, dynamic, and social process, based on knowledge, skills, attitudes, and experiences, which result in behavior modification.
- A nursing professional must show a respectful and professional image when interacting with other members of the healthcare team, in the way he or she communicates, dresses, and behaves, in his or her medical and non-verbal communication, in the way the client and family is treated, as well as in all the activities he or she participates in.
- The nursing professional has scientific knowledge, moral, ethical, and legal values, and the necessary knowledge to exercise his or her professional practice.
- Sister Callista Roy Adaptation Model is appropriate to achieve adaptation of the individual, family, and community, and to achieve an optimal performance throughout its lifetime.

- The use of the nursing process directs the client-centered care through critical thinking and scientific reasoning when interpreting estimate data, establishing adequate nursing diagnoses, specifying desired results, planning the activities to be carried out, developing interventions properly, and evaluating results in different practice scenarios while integrating the interdisciplinary healthcare team.
- The nursing professional should use their knowledge, skills, and outlook to provide quality care and safety for the client, using evidence-based practice.
- Nursing students have the necessary attributes to identify, discern, and practice the values learned when using their skills to provide services to the client, family, and community, while respecting cultural diversity.
- It also recognizes that the practice of the nursing profession requires a continuous learning process and individual motivation to continue with their own personal and professional development through active participation in College of Nursing Professionals of Puerto Rico affairs and in the changing and globalized society of which they are part of.

FACULTY RESULTS

1. 85% of faculty members demonstrate teaching knowledge and staying current in the field of expertise.
2. All faculty members (100%) show professional development and actively participate as members of the nursing profession.
3. 85% of faculty members show commitment to service activities.

CONCEPTUAL FRAMEWORK

The curriculum developed by this faculty is rooted in the mission and philosophy of the institution, which is committed to educating people in intellectual freedom and moral conscience, willing to participate in the construction of a more authentically Christian Puerto Rican society: a compassionate community for justice and peace. It has an established conceptual framework that allows the objectives and competencies, as well as the activities of the teaching-learning process, to have an ascending logical progress through the curriculum. The conceptual framework of the Nursing Program

from Universidad del Sagrado Corazón is based on Sister Callista Roy Adaptation Model of Nursing. It specifies relevant aspects of the nursing process, which generates satisfaction in the graduate by providing optimal care whose purpose is to promote the quality of life and health of the individual, family, and community.

The Human Being

The Human Being is the recipient of nursing care, which is the center of attention of the program. It is a biopsychosocial and spiritual being that, as an open entity, relates to the different parts and is in constant interaction with the environment.

The human being grows and develops through an orderly continuous process with a defined sequence and a predictable pattern. Variations occur in the growth and development of human beings as a result of individual differences, such as: gender, genetics, nutritional level, hormonal activity, family and community situation, health status, average IQ, and culture. Biopsychosocial development is the result of growing up and learning, and of a society in constant evolution as a holistic being. It has needs to meet, so it maintains a human motivation to correct and develop those needs; from the fundamental, which are physiological, to the highest desire for self-fulfillment or self-actualization. The intelligence and creativity that human beings possess allow for those needs to be met.

It is volatile with the power to transform, so it has goals and objectives. It is vulnerable to changes in society, so it is constantly adapting to maintain quasi-balanced state, as well as physical, emotional, and spiritual homeostasis, which, if not achieved, can alter health and succumb in illness and death. The human being is known by being holistic, a complex and conscious whole, lives and grows among family, and steps into society by adapting itself as an individual and within its family and community where values are shown in social and cultural environments. It uses communication as a process by which information is transmitted from one person to another so that society can work at its absolute best. Humanity is moving from an ethnocentric perspective to a global one. This change causes adaptive and non-adaptive behaviors in humans.

Health

Health is the expression of the individual's integration in their environment, as well as a process of being and shaping a holistic human being, and not only the absence of illnesses or diseases. It is the response to internal and external changes that occur in the environment through which adaptation is achieved to maintain and promote well-being. Health is the person's ability to carry out all those activities that allow him or her to keep basic needs satisfied.

Environment

The human being uses innate or acquired mechanisms to maintain health, which include modes of adaptation: physiological needs, self-concept, functional role, and interdependence. The environment is the resource of energy and materials where information is obtained to achieve the necessary level of adaptation, and the modification of the stimuli using modes of adaptation, by the constant interaction with a changing environment.

The health-disease continuum is an inevitable dimension in the human being's life where it changes according to three stimuli. First is the focal stimulus, which are rush changes the human being must confront in the face of a disease process. Second is the contextual stimulus, which are all of those that are present in the disease process such as temperature, environment, and others. Third is the residual stimulus, which contains the values and beliefs from past experiences, which may have an influence on the current situation of the disease. The level of adaptation is an area which indicates the degree of stimulation that affects health and leads to a positive or negative response.

Nursing

Nursing is a science, an art, and a health care profession, with the goal of promoting health and quality of life of the human being. As a practice, it focuses on the objective of offering individuals a service that positively promotes their health. It has a professional team whose focal point is the adaptation of the human being, family, and community. They maintain the autonomous development of evidence-based nursing knowledge, using specialized information on health promotion, disease prevention, health restoration, and rehabilitation for the benefit of the client.

It is a human discipline that facilitates the well-being of the person by using scientific knowledge, critical thinking, cognitive, motor skills, and human-Christian values when offering health care. The goal is for the individual to reach their maximum level of adaptation throughout their life cycle.

The nursing process is the tool used by the nursing professional to promote the adaptation of the holistic being. The adaptation model is a flexible one that allows such adaptation. It has the purpose of improving the quality of life and health of the individual considering the standards of practice. The holistic being as client and recipient of the nursing care through growth and development, both of itself, its family and community. It is the responsibility of the nursing professional to offer a quality health service that provides total satisfaction. It considers the concept that the person responds to changes in their environment and analyzes the behavior according to the client's health-illness continuum. This provides the foundation for developing the nursing care plan along with intra and interdisciplinary teams in promoting well-being, preventing disease, and re-establishing health.

The nursing process uses critical judgment about individuals, family, and community to create goals within real and potential problems. Diagnoses and goals provide the basis for nursing intervention in order to achieve expected results. When implementing the nursing process, the adaptation problems of the individual, family and community are prioritized. Nursing then uses an approach based on the solution of problems and needs of the client, family, and community to obtain data and identify abilities and needs of the person as an adaptive system; select and implement alternatives based on scientific evidence, and evaluate the results of the care offered.

Nursing is the service to the person, family, and community in a changing environment of a multicultural society. The changes that occur in this respond to the environment, which is a system that echoes global scientific and technological advances.

Education

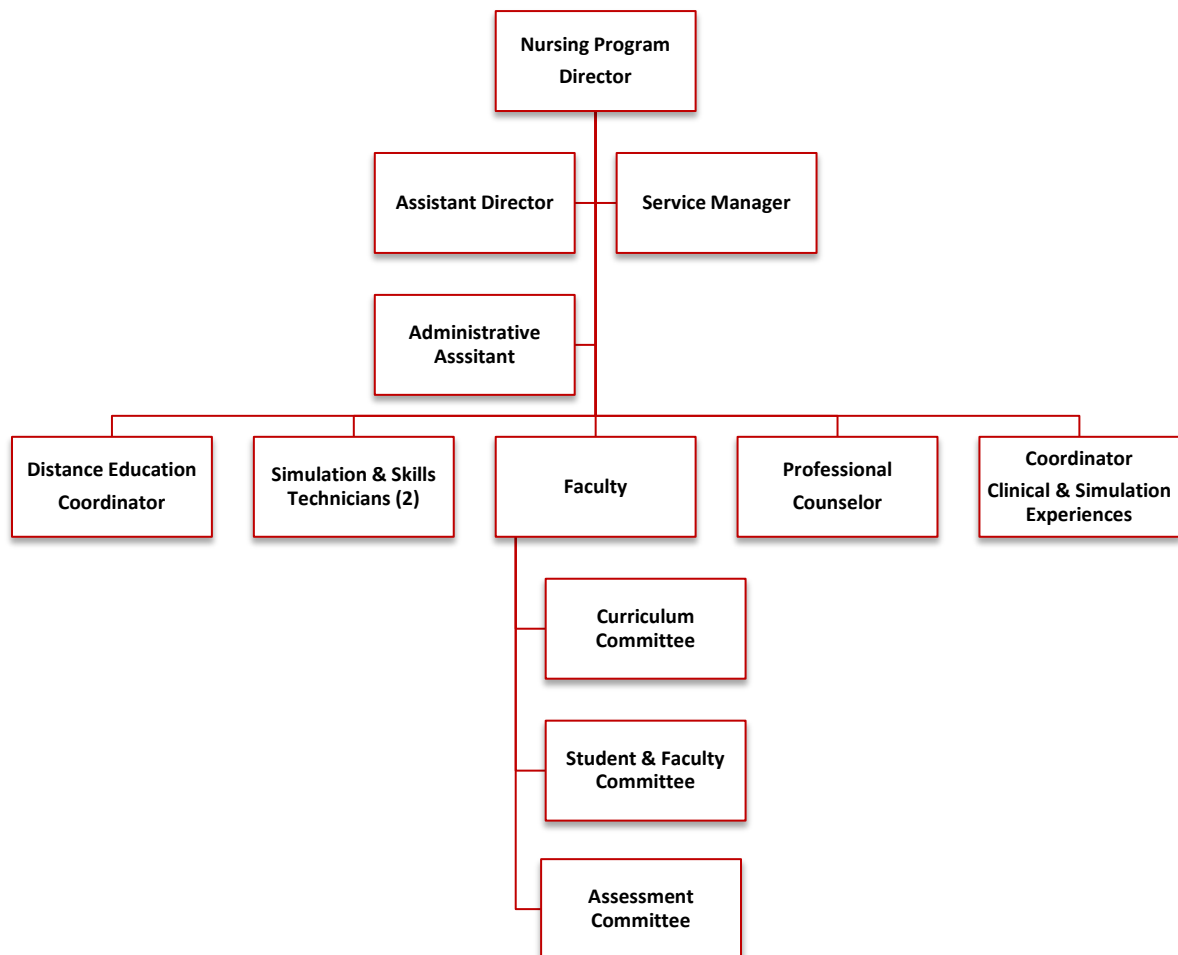
Education is a fundamental right during the life cycle. It is a multidirectional process of shaping and teaching through which cognitive, motor, and affective skills are transmitted; habits that facilitate the adaptation of the human being in a changing environment. These skills are transmitted in different ways: formal, which requires a

study format and structure, and informal, which does not have structure and comes from habits passed on by family and society through life-long experiences.

Learning occurs through the assimilation and accommodation processes during the stages of growth and development of the person in its environment. This process promotes critical thinking, clinical judgment, decision making, and teamwork skills. It must take place in an environment where the student can develop self-discipline, intellectual curiosity, ability to think clearly, and where the incorporation of nursing research findings into practice is promoted using information and technology.

The teaching-learning process involves a dynamic interaction between the professor and the student where each one communicates information, emotions, perceptions, and behaviors. Learning occurs when there is a change in behavior in emotional, cognitive, and psychomotor domains.

NURSING PROGRAM ORGANIZATION



FACULTY DUTIES AND RESPONSIBILITIES:

Faculty of the Nursing Program of Universidad del Sagrado Corazón should:

1. Know and respect the philosophy and mission of the Program and the Institution.
2. Know, respect, and comply with academic and administrative norms, statutes, regulations, and policies of the Program and the Institution.
3. Offer its students, at the beginning of each course, an orientation on syllabus, course mission and goals, course content and schedule, reading material, and evaluation rubrics, among other work requirements and didactic tools.
4. Attend activities and meetings convened by the academic unit director.
5. Comply regularly and on time with working schedule according to the established regulations on this matter; this includes office hours, skills laboratories, and clinical practice.
6. Notify the Program in advance in case of absence. Request authorization from the Program Director or academic unit coordinator if a personal situation arises. The professor will take the necessary measures to replace absence(s) to classes or laboratories.
7. Comply with the Institution's current regulations regarding student's evaluation.
8. Be responsible for returning students' papers with their respective evaluation rubrics, sending grade reports and course assessment report at the end of the academic period.
9. The professor is responsible for recording student's attendance during the first two (2) weeks of class. In Distance Education clinical and skills laboratory courses, attendance is registered daily in the Jenzabar platform.
10. The date to inform on-site and distance education students about their midterm academic progress is established in the institutional academic calendar.
11. The time limit for registering grades on the Jenzabar platform is 48 hours after the end of each academic period.
 - a. In skills laboratory courses, professors assign a grade of NG (Non grade) to every student who attends the established schedule and approves procedure evaluations.
 - b. If a student did not attend all practice contact hours or did not pass 100% of the procedure evaluations, professors will not register any qualification.

- c. Professors cannot award an *Incomplete* grade in skills laboratory courses.
12. Professors are responsible for keeping their files up to date by providing the Program the following evidence:

a. Clinical Practice Requirements

- 1) Health Certificate (Valid for 1 year)
- 2) Certificate of Good Conduct or Criminal Record (Valid for 6 months)
- 3) HIPAA Certificate (Can be taken online)
- 4) Certificate of Respiratory Protection for Airborne Exposures (valid for 1 year)
- 5) Crisis Intervention Certificate (CPI) (required only for mental health courses)
- 6) Certificate of Puerto Rico Act 300 - Sex Offenders Registry (valid for 1 year).
- 7) Birth certificate
- 8) CPR Card (Valid for 2 years, cannot be taken online)
- 9) Evidence of Vaccination against Hepatitis B (3 doses in 0-1-6 sequence)
After 10 years, you need a titer test. If the dose administration sequence is not correct, a red blood cell screen must be made to confirm that antibodies developed.
- 10) Influenza Vaccine (Annual)
- 11) Chickenpox (2 doses). After 10 years, you need a titer test.
- 12) Negative nose and throat swab culture - This is required for some clinical areas in accordance with the policy of the collaborating institution.
- 13) 2 x 2 photo (as required by institution)
- 14) Copy of health insurance (as required by the institution)
- 15) Infection Control Certificate (as required by the institution).
- 16) COVID-19 certification (as required by the agency).
- 17) Others as required by health agencies.

b. Professional credentials:

- 1) Valid nursing license and registration.

- 2) Valid *CPEPR* membership
 - 3) Professional development certifications in areas of expertise.
 - 4) Continuing education certification.
 - 5) Complete the Scholarship document when hired and annually.
 - 6) Diplomas and credit transcription.
 - 7) Curriculum Vitae
13. Behave according to the Faculty Code of Ethics from Universidad del Sagrado Corazón and that corresponding to their profession, as described in the Institution's Faculty Manual.
 14. Professors will have academic freedom as described in the Institution's Faculty Manual.
 15. Devote one (1) office hour weekly for each assigned course to meet with students presential or ZOOM.
 16. Participate in committees and organizations from the Program, Department or Institution for which they are elected or appointed.
 17. Keep up to date with new trends and innovations in your respective professional field by incorporating the latest research findings.
 18. Participate in activities that reinforce academic and professional development inside and outside the Institution.
 19. Stay informed on advancements in the nursing profession to enhance the teaching-learning process and improve teaching strategies.
 20. Participate in the evaluation processes of regular and part-time teaching staff.
 21. Faculty will comply with institutional policies as described in the Faculty Manual.
 22. Serve as Mentor for new recruitments in the respective specialty area: part-time or full-time faculty.
 23. Professional dress code and image presential and distance
 - a. Classroom (traditional or virtual)
 - 1) Follow established dress code as described in the Institutional Faculty Manual.
 - b. Clinical and skills laboratory
 - 1) Must wear a white lab coat and follow dress code according to institution regulations and internal policy.

- 2) Do not use scrubs or jeans in clinical practice scenarios.
 - 3) Professional closed-toe shoes with appropriate socks.
 - 4) Updated university ID.
 - 5) Short nails without polish.
 - 6) Long hair must be worn up.
 - 7) Jewelry allowed: watch, marriage band, and stud earring.
 - 8) No visible tattoos or body piercings.
24. Will comply with all regulations established in their contract Sagrado.
25. Use the most innovative approaches, methods, strategies, and techniques in the teaching-learning process and always demonstrate initiative and creativity in the teaching practice.
26. Professors will acknowledge tolerance, respect for disagreements, difference of criteria, and acceptance of criticism as essential elements of the teaching-learning process.
27. Professors who offer distance education courses (theory, laboratory, or clinical practice) must comply with the same regulations as on-site professors, in addition to:
- a. The professor it is not authorized to change or eliminate modules, content, exams, the evaluation criteria, or weightings established for the course in its distance modality. However, the professor can enrich the course by adding additional didactics resources (videos, PPT, reference documents, among others), question banks to exams and modify the task previously design for the theory, except in the skills laboratory and clinical courses. In the skills labs and clinical courses, must comply with the activities design for this purpose.
 - b. is responsible for checking emails and messages on the platform daily. Must reply to the student communication within a **24 to 48-hour period**.
 - c. The professor has the responsibility to register the attendance of the student of the **theory** courses during the first two (2) weeks of classes. In the case of remote modality **clinical and skills laboratory** courses, attendance is recorded on the platform daily.

- d. will dedicate a minimum average of 24 to 48 hours per week for each unit of study of the online course(s) assigned.
- e. The professor is responsible for evaluating and grading assignments and discussion forums on or before **48 hours** after the end of the week of each theory class. For skills labs and clinical courses, grading of skills and clinical tasks must be completed within a **24-hour** period.
- f. identify possible plagiarism cases and referring students to the Distance Education Nursing Coordinator, even if you decide to give the student (s) an opportunity to rectify.
- g. The professor will participate actively on discussion forums clarifying doubts of the group and promoting the critical thinking and creative.
- h. Students' information is confidential therefore, professors will not provide any information or personal data in chat rooms, ZOOM, personal emails, telephones or to third parties.
- i. The professor will hold a meeting through ZOOM (recorded) on the platform the first day of classes, to welcome their students, discuss the course regulations, the syllabus, the curricular matrix and the calendar of activities.
- j. The office hours will be schedule through ZOOM before the start of the course, to clarify doubts and questions of the student individually. Dedicating one (1) weekly office hour for each distance course offered, during which they will be available to meet the students.
- k. The professor who offers distance courses will schedule and comply with at least one (1) hour per week of synchronous meeting by ZOOM (recorded) with the students, to discuss important areas of the content and the tasks of the week.
- l. The professor is responsible of schedule, configure, announce, and follow up the students that have to take the onboarding test for guarded exams. This authentication exam and familiarization with guarded environment of Proctortrack exams, will be available since the first day of classes. The student must complete and approve the authentication process at least three (3) days before taking the first exam of the course. During this time the student can take the test as many times as the student understands is necessary.

- m. The professor is responsible to configure in the platform the onboarding test, quizzes and guarded exams in the Proctortrack page located in the course. As well as, complying with and enforcing the standards of guarded examinations established by the program in the Faculty Manual and the Student Manual.
- n. The dates of midterms, quizzes and the final exam must be scheduled before the start of the course and be available for the student to complete at least 72 hours before the end of each week of classes. All exams and quizzes in the course must be guarded by Proctortrack.
- o. When communicating via “chat” and discussion forums, institutional email, videoconference tool ZOOM and others, it is strictly forbidden to use profanity, insulting, aggressive or disrespectful language
- p. Professors will always communicate with students via institutional emails, ZOOM or Sagrado’s official phonenumber. Communication through personal accounts and social chats is not authorized.
- q. Professors will make sure that the discussion forum is available and working create a discussion forum for general questions about course content.
- r. Professors can arrange appointments for special phone communication or by ZOOM using the Program’s phones and computers ubicated in the Nursing Program. **Personal phones** of professor will not be used under any circumstances.
- s. The professor is responsible for sending the course evaluation report at the end of the corresponding academic period, using the following email: enfermeria.avaluo@sagrado.edu
- t. The professor is responsible for attending the welcomes and orientations in each rotation that are offered to distance students when they travel to Puerto Rico.

REGULATIONS FOR ONLINE PROCTORED EXAMS

In order to ensure the integrity and security of the academic and evaluation process, Sagrado has implemented measures to authenticate the identity of students enrolled in online courses, as required by accrediting agencies.

Proctored evaluations are quizzes or exams offered in a controlled web platform, supervised by a proctor (Proctortrack). The proctor is an accredited institution dedicated to ensuring and validating the identity of the test taker (student) when taking a proctored exam. The proctor guarantees integrity in the test administration process and certifies that online students take the exams without incurring in violations of any related norms established by the Nursing Program or Sagrado.

In online courses, proctored exams are administered via appropriate electronic and virtual applications. Distance Education students must take proctored exams, programmed by Proctortrack (<https://www.verificent.com/proctortrack>), under their corresponding course in the platform. In each online nursing course, students will take at least two proctored exams: midterm and final tests.

- A. Technical requirements for professors to create and evaluate proctored exams:
 - 1. Laptop or desktop computer: do not use tablets or phones.
 - 2. Windows 7 or greater: MacOS 10.7 or greater.
 - 3. Web browser; preferably Chrome or Firefox.
 - 4. Strong and reliable internet connection.
 - 5. Learn how to create exams in the platform and Proctortack.
- B. Professors must be familiar with LMS platform and Proctortrack operations before offering distance education courses.
- C. The professor is responsible for attending to every training, workshop and orientations of the study platform and Proctortrack, in order to teach courses in the nursing program.

Clinical Simulations and Objective Structured Clinical Evaluation (OSCE)

Clinical Simulations of the Nursing Program have as purpose to allow the student an evaluation in a simulated care environment with different health service scenarios. Simulated and controlled scenarios that facilitate students to acquired domain of the basic skills, competencies, and essential attitudes to provide the nursing care. Such as the basic skills, Clinical Simulations and OSCE are weighted in the syllabus. The professor is expected to develop a minimum of two (2) Clinical Simulations and OSCE per clinical course. The professor may develop clinical cases according to the expertise and preparation. The professor may use pre-written templates such as the example used in the textbook *Clinical Simulations for Nursing Education: Learner & Instructor* Volume Gasper, María L. EDD, RNC & Gasper, Patricia M. Dillon PhD, RN Davis Plus. The professor is responsible to send the students the clinical cases to be used in the clinical simulations or the rubric to develop the OSCE with one week in advanced. For the development of Clinical Simulations and OSCE, the professor must abide to the regulations stablished in the Manual of Procedures of Laboratory of Skills, ECOE and Clinical Simulations of Sagrado.

The professor is responsible to coordinate the dates of the OSCE and Clinical Simulations with the Clinical Simulation Technicians at the beginning of the academic term. Materials and equipment for the development of basic skills must be requested with 72 working hours in advance.

TUTORING SUPPORT SERVICES

The tutoring service offered in Nursing Skills and Simulations Laboratory is intended to reinforce the students' knowledge and skills, according to their level of preparation. This service is offered individually in person o remotely. The student will have the opportunity to request the tutoring support service electronically through the NURSING page located within the Sagrado Portal (mi.sagrado.edu). Likewise, the course professor can refer the student to receive this service.

Modalities to offer tutoring support

1. **Presential:** This service is offered in the facilities of the Nursing skills Lab, through prior appointment coordination.
2. **Remote:** Services offered using a diversity of platforms (Web, videoconference through ZOOM or similar institutional educative platforms and ATI). Synchronously, that is, remotely.

Regulations in the process of receiving face-to-face or remote tutoring

1. Once the tutoring support service has been requested or being referred by the professor, the technicians will be communicating with the student to coordinate the day and time of tutoring. The tutoring service cannot conflict with the student class schedule.
2. You must comply with institutional protocols y regulations of the Skills and Simulation Laboratory.
3. The student must attend with the complete laboratory uniform, following the stablished regulations and registry or being connected five (5) minutes before the scheduled time to receive the tutoring service.
4. If you are not able to attend tutoring service, you must notify at least 24 hours in advance to reschedule the appointment.
5. The use of cell phones will not be allowed during the tutoring process.
6. The duration time of the tutoring service varies from 30 minutes to an hour per tutoring in which a maximum of two (2) skills will be offered per appointment.
7. The student is responsible for studying the literature related to the skill will be practiced in tutoring.
8. The professor is responsible to explain, demonstrate and evaluate the student's skills and procedures.
9. Tutoring does not substitute the explanation and demonstration in the classroom. If the student is absent from his class, he cannot substitute this learning with tutoring. The absent student is responsible to study the procedure and clarify doubts with the course professor.

10. The Professor is responsible to provide the student an explanation and demonstration of the skill or procedure before referring the student to the tutoring service.
11. The tutoring service does not involve an evaluation of the skill for grading. Technicians are not allowed to evaluate or grading students, this is a responsibility of the professor.
12. Once the tutoring is finished, the student must complete the electronic Satisfaction Survey, located on the NURSING page of the portal.

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI)

During COVID-19 Pandemic Sagrado acquired Assessment Technologies Institute (ATI). This tool integrates learning strategies and provides to students simulated clinic scenarios, similar to reality in interaction of client-student. These clinical scenarios provide to the student the opportunity to develop critical thinking and clinical judgment skills using the interactive clinical scenarios, like real life. The different modules that offers ATI platform, are curricular articulated with the clinical course and skills laboratories of the Nursing Program.

Part of the objectives of the ATI platform are:

- Demonstrate and establish the order and correct way to perform different nursing basic skills and procedures.
- Exposing the nursing student to clinical experiences similar to real life, wich help them to develop cognitive skills of clinical judgment and decision making.
- Develop assertive communication and behavioral skills that students can apply in simulated or real clinical settings.
- Integrate knowledge and skills of collaborative work to promote interprofessional teamwork.

The professor is responsible to guide the student in the educational process through the use of ATI.

Students regulation using the ATI platform:

- The student must create an account in the platform only with institutional email.
- Under no circumstances the student can't create other accounts.
- The student will be able to access to the modules related to their current or past courses.
- The access and password provided by your professor can not be shared with third parties.
- The professor is responsible to coordinate the access codes to ATI platform with the Coordinator of Clinical Experiences and Simulations.
- The professor is responsible for attending all the trainings, workshops and orientations about ATI platform, in order to impart courses in the nursing program.

FACULTY EVALUATION STANDARDS

Evaluation objective is to collect information from professors related to three areas: teaching knowledge and staying current in the field of expertise; know their professional development and participation as a member of the nursing profession and show commitment to service activities. Professors will be evaluated according to the nature of their appointment. Is mandatory for both full-time and part-time faculty. They will be evaluated in one of the following areas: theory, clinical area, virtual class, or simulation and skills laboratory. Then the committee will discuss the results with the professor. Evaluation committee will analyze the results obtained in each evaluation term and will send a final report to the director of the program. Full-time professors who aim for a higher academic rank must comply with the institutional standards and procedures from the Rank Assessment Handbook.

APPENDICES

- **Classroom Visit for Teaching Evaluation Sheet**
- **Virtual Professor Performance Evaluation**
- **Guide for Faculty Evaluation in Clinical Settings**
- **Clinical Visit Information Sheet**
- **Assessment Tool for Clinical Area Professor**
- **Candidate for A Part-Time Faculty Position**
- **Certificación De Orientación A Profesores Nuevo Reclutamiento**
- **Nursing Faculty Credentials, Certifications and Continuing Educations**
- **Nursing Faculty Information-Scholarship**
- **Evaluation of Full-Time Teaching Candidates**
- **Documents, Certifications and Workshops Required of Full Time and Part Time Faculty**

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CLASSROOM VISIT FOR TEACHING EVALUATION SHEET

Professor name: _____

Department: _____ Program: _____

Course: _____ Section: _____ Time: _____

Evaluation date: _____

Evaluation Committee member name:

1. _____
2. _____
3. _____
4. _____

Instructions:

Mark each of the items (27) in the in-class professor performance evaluation rubric below. Place a check mark (✓) in the correspondent in the corresponding space according to the following assessment scale:

4	Always	The professor meets the criteria in an outstanding way.
3	Usually	The professor in most cases meets the criteria.
2	Sometimes	The professor sometimes partially meets the criteria.
1	Rarely	The professor seldom meets the evaluated criteria.
0	Never	The professor does not meet the criteria evaluated.

Evaluation Criteria	Rating scale				
	4	3	2	1	0
Visit to the classroom:					
1. Fosters an environment of respect and closeness.					
2. Explain what the expected learning outcomes are during class.					
3. It is expressed with property, clarity, and correction.					
4. Demonstrate domain of the discussed themes.					
5. Leads the discussion of themes in an organized way and in a logical order.					
6. Uses effective learning strategies to achieve class objectives					
7. Effectively promotes thinking skills, creativity, and critical thinking of students.					
8. Stimulates the participation of students in the discussion of the contents and considers the perspectives and contributions on the subject.					
9. Stimulates dialogue and reflection among students.					
10. Offers examples and experiences of the discipline that help assimilate the topics presented.					
11. Clarify students doubts.					
12. Keeps students interested in the content of the topics discussed.					
13. Relates the content of the class with content from previous courses.					
14. Handles transitions and interruptions and has group control.					
15. Positively regulates student's behavior.					
16. Guides students on the tasks and activities they will do outside of the classroom.					
17. Performs a pedagogical closure of the class.					
18. Evaluates learning progress to provide feedback to students and adapt activities based on identified learning needs.					
19. Meets the schedule for the class in the student enrollment.					
20. Makes appropriate use of class time devoted to learning.					
Leadership and teaching services					

Evaluation Criteria	Rating scale				
	4	3	2	1	0
21. Actively participates in program committees <input type="checkbox"/> Administrative <input type="checkbox"/> Faculty and Students <input type="checkbox"/> Curriculum <input type="checkbox"/> Appraisal					
22. Actively participate in accreditation committees.					
23. Participates in institutional activities and committees					
24. Participate in community service activities within the university and outside.					
25. Participation in professional activities in your field of expertise and collaboration in your organization.					
26. Participates in professional activities in your field of expertise and collaboration in your organization.					
27. Annually keep your profile and scholarship data updated.”.					

Total: _____

Average: _____

Strengths or highlights of the class:

Areas for improvement or opportunities (if any):

Professor comments:

Evaluation Committee member signatures:

1. _____
2. _____
3. _____
4. _____

Professor signature: _____

Date: _____

Revised by the Administrative and Faculty and Students Committee
January 25, 2021

SAGRADO

Universidad del Sagrado Corazón

PROGRAMA DE ENFERMERÍA

VIRTUAL PROFESSOR PERFORMANCE EVALUATION

Professor Name: _____

Department: _____ Program: _____

Course: _____ Section: _____

Evaluation Committee member name:

1. _____
2. _____
3. _____
4. _____

Evaluation date: _____

Instructions:

Mark each of the items (50) in the in-class professor performance evaluation rubric below. Place a check mark (✓) in the correspondent in the corresponding space according to the following assessment scale:

- | | | |
|---|-----------|---|
| 4 | Always | The professor meets the criteria in an outstanding way. |
| 3 | Usually | The professor in most cases meets the criteria. |
| 2 | Sometimes | The professor sometimes partially meets the criteria. |
| 1 | Rarely | The professor seldom meets the evaluated criteria. |
| 0 | Never | The professor does not meet the criteria evaluated. |

Area	Evaluation Criteria	Rating scale				
		4	3	2	1	0
Technological Domain	1. Demonstrates mastery of the learning platform (LMS) and its work tools.					
	2. Encourages the student to use synchronous and asynchronous communication media through the platform.					
	3. Guides the student in case of technical problems and refers them for technical support to ITI.					
	4. Provides clear and accurate information to support learning processes through electronic means.					
	5. Makes proper use of Proctortrack, ZOOM, Panopto tools, among others.					
Andragogy and Communication	6. Maintains available the syllabus and the curriculum matrix of the course (agenda).					
	7. Updates the faculty profile, including biographical data, office hours through ZOOM and information for contact with the student.					
	8. Schedule office hours before the start of classes and dedicate one (1) hour a week to meet students.					
	9. Gather students on the first day of class via ZOOM to discuss course policies, syllabus content, curriculum matrix and activity calendar.					
	10. Gather students one (1) hour per week through ZOOM, to discuss to clarify doubts about the week's content and assignments.					
	11. Maintains updated course schedule and communicates with students when unexpected changes arise.					
	12. Records the student's attendance in the course during the first two (2) weeks of class.					
	13. Responds to student communications in a period of time no longer than 48 hours.					
	14. Demonstrates mastery of the content of the subject he/she teaches.					
	15. Participates in discussion forums, clarifying doubts and formulating questions that stimulate critical, reflective and creative thinking of participants.					
	16. Verify weekly the functioning and availability of links to videos and teaching resources, among others.					
	17. Announce changes or unforeseen situations using the calendar, notifications, announcements and news section on the platform.					
	18. Promotes an independent and collaborative learning process in students.					
	19. Provides opportune feedback on the quality of the work being developed.					
	20. Identifies acts of plagiarism and immediately refers the student(s) to the distance nursing coordinator, even if decides to give an opportunity to rectify.					

Area	Evaluation Criteria	Rating scale				
		4	3	2	1	0
Culture of Teaching and Virtual Learning	21. Meets the objectives, curricular content and learning activities of the course.					
	22. Maintains the integrity of the curriculum design and enriches the course by adding additional didactic resources, when applicable.					
	23. Maintains a motivational environment with opportune feedback and individual student support.					
	24. Demonstrate group control.					
	25. Assists students in the development of teamwork.					
	26. Maintains the confidentiality of students' personal information.					
	27. Promotes assertive communication processes among course participants.					
	28. Anticipates conflict situations in the learning environment and intervenes in a timely manner.					
	29. Demonstrates respect for the cultural diversity of the participants and fosters harmonious learning environments.					
	30. Facilitates the creation of work groups and encourages collaborative work activities.					
	31. Integrates and leads the interventions, synthesizing, reconstructing and developing the themes that arise.					
Assessment and Appraisal of Learning	32. Set up, announce and follow up with students who have to take the onboarding authentication test from the first day of classes.					
	33. Performs evaluation of the student's academic performance in accordance with the methodologies established in the course.					
	34. Evaluate and grade assignments and discussion forums on or before 48 hours after the end of each week.					
	35. Maintains the record of partial grades up to date.					
	36. Schedule midterm exams, quizzes and the final exam prior to the start of the course.					
	37. Keeps midterm exams, quizzes and the final exam available for at least 72 hours before the end of the class week.					
	38. It offers all midterms, partial exams and final exams guarded by Proctortrack.					
	39. Allows the student to see the items they answered incorrectly in the results of the test they took.					
	40. Complies with the entry of final grades on time.					
	41. Complies with the course evaluation report at the end of each academic period (program appraisal).					
	42. Complies with the institutional learning assessment process, when applicable.					

Area	Evaluation Criteria	Rating scale				
		4	3	2	1	0
Leadership and Teaching Services	43. Actively participates in program committees <input type="checkbox"/> Administrative <input type="checkbox"/> Faculty and Students <input type="checkbox"/> Curriculum <input type="checkbox"/> Appraisal					
	44. Actively participates in accreditation committees.					
	45. Participate in community service activities within the university and externally.					
	46. Participation in professional activities in their field of expertise and collaboration in their organization.					
	47. Participates in professional development seminars and workshops to keep updated in the use of the platform and own strategies for teaching-learning in virtual media.					
	48. Annually keep your profile and scholarship data updated.”.					
	49. Attends meetings and workshops convened by the program.					
	50. Maintains communication with the rest of the faculty, technical and administrative staff..					

Total: _____

Avarage: _____

Strengths or highlights of the class:

Areas for improvement or opportunities (if any):

Professor comments:

Evaluation Committee member signatures:

1. _____
2. _____
3. _____
4. _____

Professor signature: _____

Date: _____

GUIDE FOR FACULTY EVALUATION IN CLINICAL SETTINGS

Purpose of the visit:

The purpose of the rubric for the *Evaluation of the Faculty Visit in Clinical Settings* is to evaluate the quality of the teaching performance during the teaching-learning process of the student in health settings. This evaluation applies to full and part-time professors and is carried out following the teaching evaluation time periods established in the university's Faculty Manual.

General instructions:

1. The *Faculty and Student Committee* is responsible for scheduling annual evaluation visits to full and part-time faculty.
2. The committee will select a group of professors who will participate, together with the *Clinical Experiences and Simulations Coordinator*, in the evaluation visits.
3. The group must be composed of two (2) faculty colleagues in the discipline, one of them from the area of specialty of the professor to be evaluated.
4. The *Clinical Experiences and Simulations Coordinator* will notify the practice center of the purpose, date and time that the committee of evaluators will be visiting their facilities.
5. The *Faculty and Student Committee* will notify the faculty member in writing about the evaluation process and the date on which the evaluators will visit them.
6. Prior to the visit, the Committee will provide the professor a copy of the following documents:
 - a. *Information sheet* on the visit process.
 - b. Rubric for *Evaluating the Faculty Visit in the Clinical Settings*.
5. After the visit, the members of the evaluation committee will meet to discuss the results of the process with the professor. The professor will receive a copy of the evaluation results.

6. The faculty and student committee leader along with the clinical experiences and simulations coordinator will discuss with the program director their observations of faculty performance and areas for professional improvement and faculty development identified during faculty evaluation visits.
7. The data and observations obtained from the faculty evaluations will be used by the program director to budget resources and include the planning of activities, trainings and professional development workshops of the faculty within the **Strategic Work Plan of the Nursing Program** on an annual period. This document, as well as all documents and material generated in the process of the visit will remain in each professor's file.

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Universidad del Sagrado Corazón

PROGRAMA DE ENFERMERÍA

CLINICAL VISIT INFORMATION SHEET

Professor Name: _____

Academic Term: _____

Course: _____ **Section:** _____

Practice Center: _____

Center representant: _____

Visit date: _____ **Hour:** _____

Evaluation Committee member name:

1. _____
2. _____
3. _____
4. _____

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Universidad del Sagrado Corazón

PROGRAMA DE ENFERMERÍA

ASSESSMENT TOOL FOR CLINICAL AREA PROFESSOR

Professor: _____

Course: _____ Section: _____ # student: _____

Practice Center: _____ Visit date: _____

Evaluation Committee member name:

1. _____
2. _____
3. _____
4. _____

Instructions:

Mark each of the items (39) in the in-class professor performance evaluation rubric below. Place a check mark (✓) in the correspondent in the corresponding space according to the following assessment scale:

- | | | |
|---|-----------|---|
| 4 | Always | The professor meets the criteria in an outstanding way. |
| 3 | Usually | The professor in most cases meets the criteria. |
| 2 | Sometimes | The professor sometimes partially meets the criteria. |
| 1 | Rarely | The professor seldom meets the evaluated criteria. |
| 0 | Never | The professor does not meet the criteria evaluated. |

Evaluation Criteria	Rating Scale					Commentaries
	4	3	2	1	0	
1. Punctual attendance to the clinical course.						
2. Adheres to practice schedule.						
3. Records the student's daily attendance to the clinical course.						
Faculty Responsibilities:						
4. Designs the rotation plan and clinical activities of the students according to the assigned areas.						
5. Performs pre- and post-conference activity planning using the established format.						
6. During the pre-conference activity discuss with the students, the objectives of the day, the assignment of rotation areas and special tasks at the beginning of each clinical experience.						
7. Rotation areas assigned to students are consistent with the clinical objectives of the course.						
8. Provides the supervisor of each clinical rotation area with the student's objectives.						
9. Place the clinical assignment at the unit's designated site, if applicable.						
10. Remains accessible to students at all times.						
11. Remains accessible to nursing staff and practice facility supervisors.						
12. Provides direct supervision to the student.						
13. Facilitates learning experiences, assesses and continuously supports students.						
14. Conducts activities that stimulate the development of students' critical and reflective thinking and clinical judgment.						
15. Stimulates student participation in clinical experiences.						
16. Motivates students to pursue other experiences based on the course competencies.						
17. Learning activities in the clinical area support the achievement of course objectives.						
18. Demonstrates mastery of the skills of the discipline and of the teaching-learning process.						

Evaluation Criteria	Rating Scale					Commentaries
	4	3	2	1	0	
19. Complies with appraisal activities as designed for the clinical course.						
20. Performs clinical simulations as established in the syllabus and these are in accordance with the content and objectives of the clinical course.						
21. Performs OSCE as established in the syllabus and these are in accordance with the content and objectives of the clinical course.						
22. Teaches students how to apply the nursing process using NANDA, NOC, NIC and the postulates of Sister Callista Roy's theory.						
23. Promotes in students the development of fundamental practice competencies, such as: the development of care and educational plans; use of virtual media to communicate and educate the client, family, caregivers or populations, among others.						
24. Maintains a harmonious environment of respect and professional ethics.						
25. Respect cultural diversity.						
26. Maintains control of the group.						
27. Evidence of keeping students informed about their academic progress.						
28. Monitors compliance with Institutional, program, and CPEPR Standards of Practice regulations and policies.						
29. Conduct post - conference activities where discuss the day's experiences, achievement of objectives and assignment of work for the next class day.						
30. Participate with the students in satisfaction surveys at the end of the clinical rotation.						
31. Complies with the course evaluation report at the end of each academic period (program appraisal).						
32. Complies with the entry of final grades on time.						
Professional Dress Code:						
33. Wears the white coat at all times						
34. Use the University identification card.						
35. Closed shoes with low heels (no tennis shoes, no flip-flops).						

Evaluation Criteria	Rating Scale					Commentaries
	4	3	2	1	0	
36. Casual clothing appropriate to your duties and the clinical setting. Does not wear scrubs or scrub type clothing.						
37. Wear loose-fitting clothes, without cleavage, ripped pants and no see-through clothes.						
38. Hair up, simple make-up and short, non-acrylic nails of natural color.						
39. Limit the use of watch garments, small earrings and a plain ring.						

Total: _____

Avarage: _____

Strengths or highlights of the class:

Areas for improvement or opportunities (if any):

Professor comments:

Evaluation Committee member signatures:

1. _____
2. _____
3. _____
4. _____

Professor signature: _____

Date: _____

PROGRAMA DE ENFERMERÍA

CANDIDATE FOR A PART-TIME FACULTY POSITION

Candidate Name: _____

Name of the members of the evaluation committee:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Instructions:

Mark each of the items (40) in the in-class professor performance evaluation rubric below. Place a check mark (✓) in the correspondent in the corresponding space according to the following assessment scale:

Professional Competencies	Rating Scale	
	Comply	Not Comply
1. Resume or Curriculum Vitae updated in Spanish and English.		
2. Academic preparation in the Nursing discipline: <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Doctorate: _____		
3. Current professional licensing, registration and other certifications.		
4. Academic experience as a professor in the field of nursing.		
5. Professional experience in direct clinical nursing care.		
6. Demonstrates record of achievement in your professional career.		
7. Technical competencies and mastery/experience in the use and management of virtual learning platforms (LMS): Canvas, eLearning, Blackboard, Moodle, among others.		

Professional Competencies	Rating Scale	
	Comply	Not Comply
8. Competencies in the use of virtual tools such as ZOOM, e-mails, among others.		
9. Experience as a professor of distance learning courses.		
10. Experience in curriculum design of online courses.		
11. Experience in curriculum revision works.		
12. Experience and competence in Clinical Simulations.		
13. Experience and competence in OSCE.		
14. Demonstrates ability to work collaboratively.		
15. Excellent assertive communication skills and interpersonal relationships with peers, students and employees.		
16. Willingness to embrace change in a proactive, reflective and creative way with an enterprising vision.		
17. Willingness to accept new challenges, innovate and undertake new projects.		
18. English language proficiency: oral and written.		
19. Willingness to teach on-site and distance learning courses.		
20. Other identified competencies: _____		

Selected candidate (✓): Yes No

Additional comments and observations supporting the decision:

Signatures of the members of the evaluation committee:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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Universidad del Sagrado Corazón

PROGRAMA DE ENFERMERÍA

CERTIFICATION OF ORIENTATION TO NEW FACULTY MEMBERS

Name: _____

Course: _____

Academic Year: _____

Semester: _____

I certify that I was oriented on the following documents and regulations of the Nursing Program:

- | | |
|--|---|
| <input type="checkbox"/> Faculty Manual. | <input type="checkbox"/> Proctortrack Workshop. |
| <input type="checkbox"/> Student Manual | <input type="checkbox"/> ATI Workshop |
| <input type="checkbox"/> Courses Syllabus | <input type="checkbox"/> Fundamental of Canvas. Workshop |
| <input type="checkbox"/> Clinical Practice Manuals | <input type="checkbox"/> Faculty Profile and Scholarship. |
| <input type="checkbox"/> Clinical Simulation Laboratory Manual and Skills Course Portfolio | |
| <input type="checkbox"/> Programmatic and institutional appraisal. | <input type="checkbox"/> Others: _____ |
| <input type="checkbox"/> Workshop Clinical Simulation and OSCE. | |

Firma: _____

Profesor(a)

Fecha: _____

Firma: _____

Profesor (a) consejero

Fecha: _____

Revised by: Administrative, Faculty and Student Committee - January 28, 2021

PROGRAMA DE ENFERMERÍA

NURSING FACULTY CREDENTIALS, CERTIFICATIONS AND CONTINUING EDUCATIONS

- 1. Education** – Indicate the academic degrees completed.
- 2. Experience** – If less than one year, indicate the quantity of months (e.g. 6m).
- 3. College of Nursing Professionals** – Indicate your current registration information. Include the chapters, committees or sections to which you belong.
- 4. Professional Credential** – Indicate number, type of license (generalist, specialty, etc.) and date of professional recertification.
- 5. Professional Organization** – Start with CPEPR. Indicate only organizations related to the nursing profession or health-related organizations.
 - a. Professional Development** – Include only professional improvement activities will be related to nursing or teaching.
 - b. Date** - All dates must be written in the following format: year-month-day (e.g. 2021-01-13).
 - c. Activity/Sponsor**– Name of the activity and the organization that offered it (e.g. Infectious disease control. UPR-RCM).
 - d. T/S/P** – Identify whether the activity was directed at Teaching (**T**), Specialty area (**S**), or general health related issues (**P**).
- 6. Academic Advising and Mentorship** – Indicate if you are an advisor or counselor to any student organization/association.
- 7. Creative Output** – Refers to collaborations in the revision of institutional policies, syllabus, designs of on-site or online courses.
- 8. Publications** – Indicate publications in peer-reviewed journals, newspapers or newsletters, on topics related to the profession. It must be written following APA format.

- 9. Committees/Commissions Participation** – Indicate the professional committees to which you belong; these may be of the institution, place of work or professional organizations. This does not include those of the CPEPR.
- 10. Community Activities** – Include volunteer participation activities either in the institution, your community or church. It is important that you indicate the organization sponsoring the activity. If it is personal volunteering, for example, giving yoga classes in the urbanization, under **Organization** you can indicate **personal volunteering**.
- 11. Awards and recognitions** – Recognition received either as a professor or as a nursing professional. It is important that you indicate the name of the award/recognition and the organization granting the recognition.

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PROGRAMA DE ENFERMERÍA

NURSING FACULTY INFORMATION-SCHOLARSHIP

PERSONAL INFORMATION			
Name			
Rank			
Appointment date (USC)		<input type="checkbox"/> Full-Time	<input type="checkbox"/> Part-Time
EDUCATION			
Institution	Year	Degree	Specialty
EXPERIENCE			
Workplace	Time	Position	
PUERTO RICO COLLEGE OF NURSING PROFESSIONALS			
MEMBER #	SECTIONS	CHAPTER	
PROFESSIONAL CREDENTIALS OR CERTIFICATION IN NURSING			
License #	Type	Recertification dates	
PROFESSIONAL ORGANIZATIONS			
Date			
PROFESSIONAL DEVELOPMENT			
Date	Activity	Sponsor	T/S/P ¹

¹ T-Teaching. S-Specialty. P-Profession

ACADEMIC ADVISING AND MENTORSHIP			
Date			
CREATIVE OUTPUT			
Date/ Fecha			
PUBLICATIONS (using APA format)			
COMMITTEES			
Date			
COMMUNITY ACTIVITIES			
Date	Activity	Organization	I/C/R ²
AWARDS AND RECOGNITIONS			
Date	Award	Organization	

Date last review _____

² I – Institutional. C-Community. R-Religious

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Universidad del Sagrado Corazón

PROGRAMA DE ENFERMERÍA

EVALUATION OF FULL-TIME TEACHING CANDIDATES

Name of Applicant: _____

Name of the members of the evaluation committee:

1. _____
2. _____
3. _____
4. _____
5. _____

Instrucciones:

Candidato se evaluará en cada renglón dentro de una escala de valoración del 1 al 5, donde una puntuación de cinco (5) indica que el candidato cumple totalmente con el criterio para el puesto y 1 es la puntuación que representa que el candidato no cumple con el criterio.

- | | | |
|---|-----------|---|
| 4 | Always | The professor meets the criteria in an outstanding way. |
| 3 | Usually | The professor in most cases meets the criteria. |
| 2 | Sometimes | The professor sometimes partially meets the criteria. |
| 1 | Rarely | The professor seldom meets the evaluated criteria. |
| 0 | Never | The professor does not meet the criteria evaluated. |

Competencies	Punctuation					Commentaries
	4	3	2	1	0	
21. Resume or Curriculum Vitae updated in Spanish and English (Educational part from bachelor).						
22. Professional Portfolio or Dossier.						
23. Provide two (2) letters of personal (discipline colleagues) or work recommendation.						
24. Academic preparation in the Nursing discipline: <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree a. Expertise: _____ b. Role: _____ <input type="checkbox"/> Doctorate						

Competencies	Punctuation					Commentaries
	4	3	2	1	0	
a. Expertise: _____						
25. Licensing, and registration.						
26. Professional or educational organizations or associations.						
27. Professional or educational committees.						
28. Provides professional certifications in the nursing field.						
29. Publications or research.						
30. Professional experience in direct clinical nursing care.						
31. Academic experience as a professor in the field of nursing.						
32. Demonstrates record of achievement and recognition in professional career.						
33. Community or volunteer service in any organization (public, private or religious).						
34. Technological skills and proficiency in the use and management of Microsoft programs: Word, Excel, PowerPoint, Publisher, among others.						
35. Technological skills in the mastery and experience in the management of digital learning platforms LMS: Canvas, eLearning, Blackboard, Moodle, among others.						
36. Competence in the use of virtual tools such as ZOOM, e-mails, among others.						
37. Experience as a teacher of distance learning courses.						
38. Experience imparting on-site courses.						
39. Experience in the design of online courses.						
40. Experience in curriculum revision work: syllabus, curriculum matrixes, sequential, among others.						
41. Experience and competence in Clinical Simulations.						
42. Experience and competence in Objective and Structured Clinical Evaluation (OSCE).						
43. Demonstrates teamwork skills and participates in working committees.						
44. Excellent assertive communication and interpersonal skills.						
45. Willingness to accept challenges and changes in a proactive and creative way with innovative vision.						
46. Willingness to innovate and undertake new projects.						
47. English language proficiency: reading, oral and written.						
48. Willingness to teach clinical courses and skills labs.						
49. Willingness to teach on-site and distance learning courses.						
50. Other identified competencies: _____						

Total: _____

Avarage: _____

Additional Observations:

Signatures of Ad Hoc members:

1. _____

2. _____

3. _____

4. _____

5. _____

Professor's signature: _____

Date: _____

Nursing Administrative Committee and the Faculty and Student Administrative Committee 2020,
2021

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Universidad del Sagrado Corazón

PROGRAMA DE ENFERMERÍA

DOCUMENTS, CERTIFICATIONS AND WORKSHOPS REQUIRED OF FULL TIME AND PART TIME FACULTY

Name: _____

Date: _____

Employee No.: _____

Instructions:

1. The full-time or part-time professor is responsible for keeping their teaching record updated on an annual period.
2. Annually, the administrative assistant will verify the professor's file and will request in writing the documents that are not up to date.
3. Place a check mark (✓) in the corresponding space according to the rating scale complies or does not comply.

DOCUMENTS, CERTIFICATIONS AND WORKSHOPS	Compliance (✓)		Comentarios
	YES	NO	
1. Resume or Curriculum Vitae (in English and Spanish).			
2. Continuing education certificates.			
3. Diplomas (bachelor's, master's and doctoral degrees)			
4. Credit transcripts.			
5. Current registration.			
6. Current professional license and registration.			
7. Updated Profile and Scholarship documents.			
8. CPR in effect.			
9. Criminal Record Certificate - current.			
10. Vaccines			
<input type="checkbox"/> Flu			
<input type="checkbox"/> Hepatitis B			
<input type="checkbox"/> Varicella			
<input type="checkbox"/> COVID - 19			
11. Law 300 - Child and Elderly Caregiver Criminal History Background Check Law.			
12. COVID – 19 certification.			
13. Particulate Aspirator Certification.			
14. Current Health Certificate.			
15. Annual Report - Permanent Faculty.			
16. Introductory Canvas Fundamentals workshop, I and II			

DOCUMENTS, CERTIFICATIONS AND WORKSHOPS	Compliance (✓)		Comentarios
	YES	NO	
17. Clinical Simulations and OSCE workshop			
18. Proctortrack.workshop			
19. ATI. workshop			
20. Virtual Docent Certification, if applicable.			
21. Others:			

Date of file evaluation: _____

Signature of Administrative Assistant: _____

Professor's signature: _____