Candidacy Report

Associate of Science Degree, Nursing Program
Northwest Technical College
Bemidji, MN
ACEN 2014 Candidacy Presentation

Prepared by the Dean and Nursing Faculty at
Northwest Technical College for
Accreditation Commission for Education in Nursing (ACEN)
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</table>
Proof of State Board of Nursing Approval

The Northwest Technical College Associate Degree Nursing Program is approved by the Minnesota Board of Nursing. Initial approval was given on August 2, 2007. Continued approval has been maintained. Current approval may be verified at:
http://www.state.mn.us/portal/mn/jsp/content.do?subchannel=-536893084&id=-536893080&agency=NursingBoard

Proof of Governing Organization Accreditation

Status by an ACEN Commission Approved Agency

Northwest Technical College participates and is accredited with the Higher Learning Commission. The Higher Learning Commission (HLC) is an independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA). Demonstration of current accreditation and participation is found at:

http://www.ncahlc.org/component/com_directory/Action,ShowBasic/Itemid,/instid,2105/


Catalog Information

Link to the most recent catalog available for Northwest Technical College:
http://www.ntcmn.edu/academics/catalog/
**Program Overview**

**Program Demographics:**
*Name and Address of Governing Organization and Nursing Education Unit:*
Northwest Technical College
905 Grant Ave SE
Bemidji, MN 56601

*Associate of Science Degree (AD), nursing program established: 2007*
AD Generic nursing program established: May 2013
- Approved for Generic option: May 2012 Program is admitting first cohort spring 2013 for a fall 2013 start
- NTC and BSU nursing programs formally combined under the Bemidji School of Nursing July 2012

*Degree conferred:* AS

**Administrative Body of Governing Organization:**
- President: Dr. Richard Hanson
- V.P. for Innovation & Extended Learning and NTC interim Academic Dean: Robert Griggs, JD
- Vice President for Student Development and Enrollment: James Parker, PhD
- Dean of Bemidji School of Nursing - NTC/BSU: Jeanine E. Gangeness, PhD, RN
- Director of Nursing Program: Ruth Landt, MA (nursing), RN

**Faculty:**
- Number of faculty teaching full-time in the AD nursing program: 6
- Number of faculty teaching part-time in the AD nursing program: 3

For more detailed information see Table 2: Faculty Profile

**Students:**
- Total enrollment: 135
- Projected enrollment: up to 30 students per program (30 distance/30 campus for each year)

**Associate Degree:**
- Generic campus: 46 (17 2nd year; 29 1st year)
- Generic distance: 36 (16 2nd year; 20 1st year)
- From the Mobility program to the generic Step-In campus: 25
- From the Mobility program to the generic Step-In distance: 28

**Number of Students**

<table>
<thead>
<tr>
<th>Starting semester</th>
<th>AD Mobility – Campus</th>
<th>AD Mobility – Distance</th>
<th>AD Generic – Campus</th>
<th>AD Generic – Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2013</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>44</td>
<td>28</td>
<td>30</td>
<td>25</td>
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</table>

<table>
<thead>
<tr>
<th>Starting semester</th>
<th>PN Step-In Campus</th>
<th>PN Step-In Distance</th>
<th>AD Generic – Campus</th>
<th>AD Generic – Distance</th>
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<tbody>
<tr>
<td>Summer 2014</td>
<td>26</td>
<td>28</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>25</td>
<td>28</td>
<td>46</td>
<td>36</td>
</tr>
</tbody>
</table>

**Program Length**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Number of Semesters</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD Mobility – ended spring 2014</td>
<td>2 Campus, 3 Distance</td>
<td>64</td>
</tr>
<tr>
<td>Starting summer of 2014 Step-In program for practical nurses</td>
<td>3</td>
<td>64</td>
</tr>
<tr>
<td>AD Generic</td>
<td>4</td>
<td>64</td>
</tr>
</tbody>
</table>
Program Summary

Northwest Technical College provides an Associate of Science Degree (AD) in nursing program. The Associate Degree (AD) nursing program prepares learners to plan to practice as registered nurses after program and licensure completion, graduates are eligible to take the NCLEX-RN® exam. Learners gain educational experiences in simulated and direct care clinical environments. Diverse healthcare settings provide learners with opportunities to care for individuals and families of various ages and in different stages of the health-illness continuum. The AD program is delivered in four semesters or two years and Licensed Practical Nurses can apply to be a part of the “step-in” cohort which is a three semester program beginning in the summer. Program admission is based on the Assessment Technologies Institute (ATI®), TEAS-V test scores.

The Northwest Technical College nursing programs are part of the five nursing programs offered under the Bemidji School of Nursing. The School spans two institutions of higher education, Northwest Technical College and Bemidji State University. Nursing program offerings at Northwest Technical College include the Nursing Assistant program, Practical Nursing program, and the Associate Degree nursing program. Bemidji State University delivers baccalaureate education with the generic baccalaureate nursing program and the RN-BS program for those matriculating from AD programs.
STANDARD 2: Faculty and Staff

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the student learning outcomes and program outcomes. Sufficient qualified staff are available to support the nursing education unit.

Key Element 2.1

Associate Degree

Full-time faculty hold a minimum of a graduate degree with a major in nursing. Full- and part-time faculty include those individuals teaching and/or evaluating students in classroom, clinical, or laboratory settings.

Director

Ruth Landt is a faculty member that is assigned to coordination activities by the nursing dean. Ruth was appointed to the non-administrative director role in July 2013. She came to NTC with extensive experience in nursing and nursing leadership. Prior to employment at Northwest Technical College, Ms. Landt served as the director of the Senior Behavior Unit at Sanford Health. As director of the Associate Degree and the Practical Nursing programs, she is reassigned seven of the sixteen credit load per semester. The director works collaboratively with the college division chair and the dean for the Bemidji School of Nursing. The college division chair leads the efforts for course offerings, scheduling of courses, initiates faculty discussion, maintains communication and support for program direction, and facilitates faculty assignments in collaboration with faculty and the nursing dean. Ms. Landt and the college division chair report directly to the dean of the Bemidji School of Nursing. Jeanine E. Gangeness, PhD, RN, administers the nursing programs and is responsible for budgets, hiring, and overall program administration. See Appendix A for role responsibilities of the director and the dean.

Full-Time Faculty

The AD program has six full-time unlimited full time (UFT) faculty members: Julie Caspers, Sandy Johanning, Ruth Landt, Kay Rodgers, Vicki Roff, and Tami Such. Faculty members in the AD nursing program are academically prepared with master’s degree in nursing and one faculty member has a PhD in nursing (Table 2, Faculty Profile). Faculty members are required to maintain an unencumbered Minnesota Registered Nursing license, and annually are approved for care with a Minnesota Department of Human Services background services. Nursing faculty members teaching in the nursing programs at Northwest Technical College are professionally and experientially qualified to teach in the program. Each faculty member updates the workshops, training, education, and experience in our accreditation management system Taskstream© (available for reviewers during onsite visit). Faculty member professional and experiential qualifications are reviewed annually during the faculty evaluation process with the dean for the Bemidji School of Nursing.
Committee Chairs

Faculty members who serve as co-chairs on the Bemidji School of Nursing committees are reassigned two (2) credits for focused committee work. An additional 2-4 duty days are made available to co-chairs for work done in the summer. Each faculty is assigned as a committee member to one of the three committees: Curriculum; Academic Resources; and Student Admissions, Appeals, Progression and Concerns. Co-chairs coordinate meeting agendas, document the work of the committee, research data pertinent to issues and provide feedback to the nursing director and the dean.

Clinical and Lab Personnel

Clinical and lab courses are organized and supported by a simulation coordinator, clinical coordinator, and non-instructional lab support staff. The simulation coordinator has this role as part of her teaching load. The clinical coordinator is reassigned half of her load to coordinate clinical experiences for all of the Bemidji School of Nursing activities (Appendix B), a support-staff is listed in Table 3: Staff Profile. The Lab Assistant position is 75% dedicated to work with the clinical coordinator which serves all Bemidji School of Nursing programs (Appendix B). Non-instructional lab support staff are directed by the lab coordinator and do not work with students, rather they set-up for upcoming lab activities, clean-up after the classes, and do inventory activities. These individuals that serve as non-instructional lab support staff are generally student workers.

<table>
<thead>
<tr>
<th>Name</th>
<th>Percent Dedicated</th>
<th>Title</th>
<th>Education Preparation</th>
<th>Experiential Qualifications</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christy Cook</td>
<td>30%</td>
<td>Simulation Coordinator</td>
<td>Master’s Science, major: Nursing (completing 5/13)</td>
<td>Practicum in MS program included work with Simulation Coordinator at BSU (part of School of Nursing)</td>
<td>Arranges, evaluates, and participates in simulation learning activities for a clinical group each semester</td>
</tr>
<tr>
<td>Ruth Landt</td>
<td>50%</td>
<td>Clinical Coordinator (shared position for all School of Nursing programs)</td>
<td>Master’s Arts, major: Nursing ACNS-BC-Adult/Geriatric Clinical Nurse Specialist – Board Certified, Advanced Practiced Registered Nurse Master’s in Health Administration</td>
<td>Practicum in Leadership and Collaboration with Education of nurses, direct patient care assessment and diagnosis, and organizational systems policies and procedures Experience in organizational management, Coordination of nursing and patient care management within a hospital facility. Collaboration at local, state, and international agency levels of organizations</td>
<td>Recruitment of clinical faculty Oversight of the orientation vehicle Uses EBP to design policies and procedures Develops agency relationships and determines the interpretation of agency evaluations Liaison for nursing practice Collaboration with clinical faculty to ensure quality student experiences and diverse opportunities in clinical facilities. Ensures student clinical orientation and coordination of electronic health record training prior to clinical experiences.</td>
</tr>
<tr>
<td>Lynn Maltais</td>
<td>75%</td>
<td>Lab Coordinator</td>
<td>MS, Nursing</td>
<td>Practicum, clinical, and lab experiences in nurses aid, practical nursing, and baccalaureate nursing programs. Collaboration at local health partner agencies.</td>
<td>Maintains equipment, orders supplies, organizes space for faculty, schedules student testing, works with Clinical Coordinator Collaborate with clinical coordinator to organize the learning as well as the follow-up improvement and remediation time for students - ensure adequate skills maintained for students and faculty.</td>
</tr>
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</table>
Key Element 2.2

Associate Degree

Part-time faculty hold a minimum of a baccalaureate degree with a major in nursing; a minimum of 50\% of the part-time faculty also hold a graduate degree with a major in nursing.

There are three additional faculty members that teach part time (UPT) Mary Chernugal, Christy Cook, and Debra Thorson on permanent contract, all of these faculty members have a master’s degree, major in nursing.
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>FT/PT</th>
<th>Date of Initial Appointment</th>
<th>Rank</th>
<th>Baccalaureate Degree and Name of Institution Granting Degree</th>
<th>Master's Degree and Name of Institution Granting Degree</th>
<th>Doctorate Degree and Name of Institution Granting Degree</th>
<th>Areas of Clinical Expertise</th>
<th>Academic Teaching (T) and Other (O) Areas of Responsibility (T)</th>
<th>Academic Teaching (T) and Other (O) Areas of Responsibility (O)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Caspers</td>
<td>FT</td>
<td>May 2013 Adjunct August 2013 full time</td>
<td>UFT</td>
<td>Bachelor of Science in Nursing, Bemidji State University</td>
<td>Bachelor to PhD in Nursing (no masters)</td>
<td>PhD, Major Nursing, University of North Dakota</td>
<td>Medical Surgical Nursing</td>
<td>RNSG 2238 Advanced Skills RNSG 2258 Health Assessment RNSG 2262 Clinical I RNSG 2266-Psycho --social RNSG 2274-Clinical II ADNG 1300 Transitions</td>
<td>Course Development Curriculum Committee member</td>
</tr>
<tr>
<td>Sandy Johanning</td>
<td>FT</td>
<td>2007</td>
<td>UFT</td>
<td>Bachelor of Science in Nursing, University of North Dakota Grand Forks, ND</td>
<td>Master of Science in Adult Health Nursing; Minor in Education University of North Dakota Grand Forks, ND</td>
<td>None</td>
<td>Maternal-Newborn, Psychosocial Nursing, Medical-Surgical Nursing</td>
<td>RNSG 2260 Nursing I RNSG 2262 Clinical I RNSG 2270 Nursing II RNSG 2272 Clinical II RNSG 2274- Clinical II ADNG 1000 Foundations ADNG 1200 Clinical I</td>
<td>Nursing Program Director 2011-2013 Academic Affairs &amp; Standards Council; Continuous Improvement Team; Academic &amp; Industry Advisory Committee for AD, PN, BSN; Co-Chair Bemidji School of Nursing Curriculum Committee;</td>
</tr>
<tr>
<td>Ruth Landt</td>
<td>FT</td>
<td>July 2013 full time</td>
<td>UFT</td>
<td>Bachelor of Science in Nursing from the College of St. Scholastica, 5/1977</td>
<td>MA in Nursing from the College of St. Scholastica, 5/2000 MHA from Phoenix On-line University 12/2012</td>
<td>None</td>
<td>Mental Health Nursing Leadership Geriatrics</td>
<td>RNSG 2238 Advanced Skills RNSG 2258 Health Assessment ADNG 1100 Pharmacology ADNG 1200 Clinical I</td>
<td>Current Nursing Program Director; member of Student Appeals, Progression committee, Clinical coordinator for Fall 2014</td>
</tr>
<tr>
<td>Vicki Roff</td>
<td>FT</td>
<td>8/2008 8/2012 Adjunct UFT</td>
<td>Bachelor of Science in Nursing - University of Phoenix</td>
<td>Master of Science in Nursing – University of Phoenix Post-Masters Certificate in Education Walden University Certification 1/2012</td>
<td>None</td>
<td>Medical - Surgical Orthopedics Pediatrics Public Health Oncology Infusion Adolescent Health Assessments Women’s Health</td>
<td>RNSG 2258 Health Assessment RNSG 2238 Advanced Skills RNSG 2274 Clinical II RNSG 2234 Transitions to Neg. RNSG 2264 Clinical 1 ADNG 1150 Nursing I</td>
<td>Bemidji School of Nursing Curriculum Committee</td>
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<tr>
<td>Faculty Name</td>
<td>FT/PT</td>
<td>Date of Initial Appointment</td>
<td>Rank</td>
<td>Baccalaureate Degree and Name of Institution Granting Degree</td>
<td>Master’s Degree and Name of Institution Granting Degree</td>
<td>Doctorate Degree and Name of Institution Granting Degree</td>
<td>Areas of Clinical Expertise</td>
<td>Academic Teaching (T) and Other (O) Areas of Responsibility (T)</td>
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</tr>
<tr>
<td>Kay Rodgers</td>
<td>FT</td>
<td>Adjunct 1/2011 TPT-8/2012</td>
<td>TFT</td>
<td>BSN- Bemidji State University, Dec 2013- MSN –University of Phoenix</td>
<td>Masters of Science in Nursing, educator track, University of Phoenix</td>
<td>None</td>
<td>Med/surgical, Pediatrics, Postpartum, ER (acute care), Forensic nursing, Public Health</td>
<td>ADNG 1300 Transitions ADNG 1000 Foundations ADNG 1200 Clinical 1</td>
<td></td>
</tr>
<tr>
<td>Tami Such</td>
<td>FT</td>
<td>05/27/03</td>
<td>UFT</td>
<td>Bachelor of Science in Nursing University of Mary Bismarck, ND</td>
<td>Master of Science in Nursing- Nurse Educator Track Minnesota State University- Moorhead Moorhead, MN</td>
<td>None</td>
<td>Antepartum, Intrapartum, Postpartum, Newborn Nursery, GYN Surgery, Pediatrics, Maternal-Child Public Health, School Health, Refugee Health/DP&amp;C</td>
<td>RNSG 2258: Health Assessment Across the Lifespan (Campus Lab and Distance didactic/lab) RNSG 2274: Clinical II (Campus and Distance) RNSG 2264 Clinical I ADNG 1300 Transitions ADNG 1100 Pharmacology</td>
<td></td>
</tr>
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**Faculty that teach predominately in the AD nursing program at NTC and may teach 1-2 courses in the Practical Nursing Program**

<p>| Mary Chernugal | PT    | 2007                         | UPT  | Bachelor of Science In Nursing College of St. Catherine now called St. Catherine’s University | Master’s Degree of Science University of North Dakota | None                                 | Parent Child Nursing, Medical- Surgical Nursing, Public Health | RNSG 2260 Nursing I RNSG 2264 Clinical I RNSG 2258 Health Assessment RNSG 2238 Advanced Skills RNSG 2270 Nursing II RNSG 2272 Clinical II | Academic &amp; Industry Advisory Committee AQIP Continuous Improvement Committee Student Academic Advising Student Appeals Grievance and Progression |</p>
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>FT/PT</th>
<th>Date of Initial Appointment</th>
<th>Rank</th>
<th>Baccalaureate Degree and Name of Institution Granting Degree</th>
<th>Master's Degree and Name of Institution Granting Degree</th>
<th>Doctorate Degree and Name of Institution Granting Degree</th>
<th>Areas of Clinical Expertise</th>
<th>Academic Teaching (T) and Other (O) Areas of Responsibility (T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christy Cook</td>
<td>0.5 PT</td>
<td>1-5-04</td>
<td>UPT</td>
<td>Bachelor of Science In Nursing Bemidji State University</td>
<td>Masters of Science in Nursing Minnesota State University Moorhead</td>
<td>None</td>
<td>Med/Surg, OB/GYN, Geriatrics, Pediatrics Simulation</td>
<td>RNSG 2258 Health Assessment ADNG 1000 Foundations</td>
</tr>
<tr>
<td></td>
<td>0.75 PT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>updates and Changes Co-Chair Student Admissions Progressions and Concerns Committee BSU Faculty Interview Committee Statewide Practical Nursing Curriculum Committee AdHOC committee member. Assist with Student Nurses Association</td>
</tr>
<tr>
<td>Deb Thorson</td>
<td>PT</td>
<td>8/18/04, 6/06/04, 09/2013</td>
<td>Adjunct, UPT, UFT</td>
<td>BSN University of Phoenix, Minnesota State University, Moorhead, MN</td>
<td>MSN Nurse Educator tract University of Minnesota, Moorhead, MN</td>
<td>In progress - EdD Walden University</td>
<td>Acute Care (ICU/ER), Forensic Studies Medical Surgical Orthopedics Long Term Care Pediatrics Newborn Nursery Post-partum care Cultural Care</td>
<td>RNSG 2238 Adv. Skills RNSG 2264 Clinical 1 RNSG 2274 Clinical II ADNG 1100 Clinical 1 ADNG 1150 Nursing I ADNG 1300 Transitions ADNG 1000 Foundations</td>
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<td></td>
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<td>Curriculum committee-present AQIP-Continuous improvement committee 2005-2013</td>
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</table>
Table 3: Staff Profile

<table>
<thead>
<tr>
<th>Name</th>
<th>FT/PT</th>
<th>% of time working for Nursing Unit</th>
<th>Date of Initial Appointment</th>
<th>(Position)</th>
<th>Degree or Training</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briana Frenzel</td>
<td>FT</td>
<td>50</td>
<td>January 2013</td>
<td>Assessment Coordinator</td>
<td>B.A., M.S.W. Training in database management, Excel, SPSS, Stata, SAS</td>
<td>Database management (Taskstream©), committee involvement, assisting faculty and director</td>
</tr>
<tr>
<td>Tracy Goodwin</td>
<td>FT</td>
<td>100</td>
<td>March 2014</td>
<td>Office Administrative Specialist (OAS),</td>
<td>BA, MA in Public Admin/Non-Profit Mgmt. Training in MS Word and Adobe InDesign</td>
<td>Administrative support of the nursing faculty; customer service to students; verifying degree completion w/BON; website maintenance; file maintenance; training and supervision of work-study students</td>
</tr>
<tr>
<td>Doreen Kuhke</td>
<td>FT</td>
<td>10-15</td>
<td>Nov. 1988</td>
<td>Office Administrative Specialist (OAS), Senior</td>
<td>Legal Secretary Degree; Secretary Degree; Training in Microsoft Word/Excel</td>
<td>Scheduling appointments for Provost; preparing documents as requested by Provost; preparing faculty/staff assignments; posting new positions/basic HR duties; assisting faculty/staff with misc. needs; checkout of state vehicles; answering phone; misc. admin. duties</td>
</tr>
<tr>
<td>Tamera Mayer</td>
<td>FT</td>
<td>100</td>
<td>July 2012</td>
<td>Office Administrative Specialist (OAS), Senior</td>
<td>BS in Career and Technical Education, with secondary teaching licensure. Microsoft Word, Excel and Raiser’s Edge for Windows, Secretarial Certificate from Bemidji AVTI. Attended several workshops and seminars on office management, time management, dealing with people.</td>
<td>Administrative Assistant to the dean of the School of Nursing. Schedule appointments and arrange meetings for the dean and the Nursing Department. Set up and keep the newly formed School of Nursing office files, contracts, and display case. Assist dean with vacancy notices, professional development plans, promotions, tenure, sabbaticals. Keep faculty and staff up to date on rules, deadlines, and meetings. Compose and send correspondence to nursing boards, alumni, students. Process BSU forms and paperwork for faculty and dean. Responsible for the nursing newsletter, budgets, ordering supplies for the lab and offices. Assist with outside functions for the nursing school and department. Training and supervision of student workers.</td>
</tr>
<tr>
<td>Sandy Thole</td>
<td>FT</td>
<td>100</td>
<td>June 2004</td>
<td>Lab Assistant and Clinical Coordinator Assistant</td>
<td>AAS, Practical Nurse, continuing education, participation in training and conferences (NETstudy, Learning Gateway, Hazardous Waste management, Taskstream©, Microsoft Word and Excel)</td>
<td>Maintains lab equipment, organizes lab space, and schedules student video testing, works with Clinical Coordinator to facilitate onboarding of students to clinical sites. Communicates with clinical facility personnel re. student badges, computer training, changes in schedules. Forwards schedules, required forms, and signed paperwork to clinical facilities. Attends Clinical Collaboration meetings. Communicates with new and returning students re. clinical requirements, orientation, and deadlines. Tracks student clinical compliance. Assists with updating and editing of program documents.</td>
</tr>
</tbody>
</table>
Key Element 2.3
Faculty (full- and part-time) credentials meet governing organization and state requirements.

Faculty member credentials are established by the Minnesota Board of Nursing (MBON), Minnesota State Colleges and Universities System (MnSCU), and Northwest Technical College. Minnesota Board of Nursing outlines nurse educator credentials as a current, unencumbered registered nursing license, a master’s in nursing for associate degree educators, and a baccalaureate in nursing for practical nursing educators. MnSCU has the same minimum requirements as the MBON. In addition to the expectations of the governing organizations (MnSCU and MBON), Northwest Technical College enters into affiliation agreements with clinical agencies which have additional expectations of faculty. These expectations include current CPR certification, immunization documentation (annual flu vaccines), and TB testing at the time of employment.

Degree is established upon hire and after each additional degree is earned. Verification of degree and work experience is done by the Bemidji School of Nursing dean’s office and Human Resources with submission of an original transcript. Temporary part-time faculty members have doctorates, master’s, and baccalaureate degrees in nursing. Each faculty member submits an annual State of Minnesota background check and faculty are cleared for patient care (Minnesota Department of Human Services). Registered Nursing licenses for each faculty member are verified on a monthly basis with the Minnesota Board of Nursing. All permanent and part-time faculty members have background clearance for care and an unencumbered registered nursing license.

CPR updates are completed by faculty and verification submitted to the clinical coordinator assistant. Immunization records and annual vaccinations are documented and kept by the clinical coordinator assistant. Faculty also report their CPR and continuing education for their license in the Individualized Development Plan (IDP) annual evaluation process. Each faculty is responsible for updating his or her information in an Excel spreadsheet of their continuing education unit’s (CEU) that are evaluated during the annual evaluation process. This file is loaded into the ACEN course shell in the course management system (D2L) and Taskstream© annually.

Individualized Development Plans

All faculty members participate in an annual evaluation process. A process for the Individualized Development Plans was implemented September 2012 and identifies five criterions that must be addressed by each faculty member: Criterion 1) Teaching Effectiveness, Criterion 2) Scholarly Achievement/Research (Core Competencies, NLN, 2005), Criterion 3) Continuing Preparation and Study, Criterion 4) Contribution to Student Growth, and Criterion 5) College and Community Service. Please refer to the articles in the Minnesota State College Faculty (MSCF) contract as identified for each responsibility below (http://www.hr.mnscu.edu/contract_plans/documents/mscf0911.pdf) (note: bold represents contractual language, italics are the direct contract reference):
• **Teaching load**— Work Assignments *Article 11, Section 1 & Section 2*

• **Scholarly activities** – Professional Development *Article 17, Section 1 – 5*

• Continuing Education **Maintenance of expertise** – Professional Development *Article 17, Section 1-5*

• **Advising responsibilities** – Work Assignments, *Article 11 1st paragraph.1 - 5*

• **Service to college and/or community** Miscellaneous Rights of Faculty members-*Article 23, Section 2*

• **Committee work** – Work Assignments, *Article 11 1st paragraph & Miscellaneous Provisions Article 24 Section 4*

Expertise and continuing education is outlined in **Table 4**: Faculty Expertise. Faculty members maintain a current list of continuing education units indicating relevance to faculty development. Faculty members establish a plan for their development in the fall and report their progress in the spring each year. Faculty are required to update their CEU’s and expertise applicability in an Excel document loaded into Taskstream©. The dean evaluates and encourages faculty growth by meeting with faculty to review the plan and the progress reports.
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Years of Experience with Nursing Program</th>
<th>Years of Experience in Nursing Education</th>
<th>Scholarly Activities for Nursing Programs</th>
<th>Maintenance of Expertise for AD and PN Programs (What areas do you teach and how do you maintain your expertise in these areas?)</th>
<th>Maintenance of Evidence Based Practice</th>
<th>Experience in Evidence Based Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Caspers</td>
<td>Summer 2013</td>
<td>1</td>
<td>Currently completing dissertation research</td>
<td>Clinical Instructor campus and distance. Participated in skills labs. Maintains currency of practice as acute care staff nurse on ICU unit.</td>
<td>Read articles on EBP, grade and evaluate students’ papers on EBP. Attend workshops and conferences. Currently completing dissertation research</td>
<td>Education – PhD, Nurse Researcher</td>
</tr>
<tr>
<td>Sandy Johanning</td>
<td>5</td>
<td>29</td>
<td>Share information learned from workshops with faculty. Facilitate faculty growth through mentoring. Prepare the ACEN Candidacy Presentation for NTC AD Program.</td>
<td>Participated as Clinical Instructor until September 2011 and will resume Fall 2013 maintaining currency of clinical skill. Medical-Surgical Content: Subscribe to ANA Smart Brief and Medscape and read abstracts and articles pertaining to subject areas. Psychosocial Content: Same as above. Maternal-NB: Same as above. Role as Director of Program: Attend Health Educators Conference as well as workshops that facilitate growth in leadership. Participate in Bemidji School of Nursing book club. Certificates: Maintain certification in BLS for healthcare providers through AHA.</td>
<td>Read articles and briefs on EBP in regard to areas of teaching. Attend Health Educator’s Conference. Read books on issues relevant to teaching-learning theory.</td>
<td>Incorporate EBP information annually when lectures are updated or share excerpts from EBP articles verbally in class (record of article is maintained with lecture notes).</td>
</tr>
<tr>
<td>Faculty Name</td>
<td>Years of Experience with Nursing Program</td>
<td>Years of Experience in Nursing Education</td>
<td>Scholarly Activities for Nursing Programs</td>
<td>Maintenance of Expertise for AD and PN Programs (What areas do you teach and how do you maintain your expertise in these areas?)</td>
<td>Maintenance of Evidence Based Practice</td>
<td>Experience in Evidence Based Practice</td>
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<tr>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>Tami Such</td>
<td>6</td>
<td>11</td>
<td>Share information learned from workshops with faculty, share current practice experience with faculty. Facilitate faculty growth through mentoring, assist with the ACEN Candidacy Presentation for NTC AD Program.</td>
<td>PRN employment in acute care in metro hospital and rural health hospital. Co-chair and active participation in Academic Resources Committee for School of Nursing. Maintain certification for NRP, ACLS, BLS, AWHONN Intermediate and Advanced Fetal Monitor Instructor, Clinical Instruction in AD Program in acute care, instruction in labs maintaining currency of clinical skills. Attend workshops and conferences. Subscribe to and read abstracts and articles in scholarly journals pertaining to subject areas.</td>
<td>Reading of scholarly journals, attendance at conferences/workshops, maintenance of certifications, and maintenance of currency in practice as a registered nurse in acute care.</td>
<td>Incorporate EBP information annually when course content is updated, share excerpts from EBP articles verbally in class and/or posting articles in course shell in D2L.</td>
</tr>
</tbody>
</table>

Part Time Faculty that teach predominately in the AD nursing program at NTC

<p>| Mary Chernugal | 6                                        | 26                                      | Attend workshops, share information with other faculty and students, mentor new faculty, read professional books (Benner, | Participate as a clinical instructor with 2 clinical groups; participate in labs maintaining currency of clinical skills. Attend workshops and | Read articles on EBP, grade and evaluate students’ papers on EBP. Attend workshops and conferences. | Have included EBP information in skills classes and med surge classes. Med surge has special inserts on EBP. |</p>
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Years of Experience with Nursing Program</th>
<th>Years of Experience in Nursing Education</th>
<th>Scholarly Activities for Nursing Programs</th>
<th>Maintenance of Expertise for AD and PN Programs (What areas do you teach and how do you maintain your expertise in these areas?)</th>
<th>Maintenance of Evidence Based Practice</th>
<th>Experience in Evidence Based Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christy Cook</td>
<td>10</td>
<td>10</td>
<td>etc.) Conferences. Subscribe to nursing journals. Brief and Medscape and read abstracts and articles pertaining to subject areas.</td>
<td>Read articles on EBP, grade and evaluate students’ papers on EBP. Attend workshops and conferences, maintain certificates. Presented research at the Minnesota Health Educators Conference. Registered to begin coursework for Doctorate of Nursing Practice at Winona State University Fall 2014. See evidence in previous column.</td>
<td>Incorporates evidence base practices and articles verbally in class lecture. Uses recent literature and professional articles to guide curriculum and assignments.</td>
<td></td>
</tr>
<tr>
<td>Debra Thorson</td>
<td>9</td>
<td>9</td>
<td>Currently taking classes at Walden University for Doctorate. Remain and is current in BLS, ACLS, PCCN Participate in and teach skills and</td>
<td>Maintain PRN employment with GCU teaching evidence based capstone and research courses</td>
<td>Incorporate EBP information annually when course content is updated</td>
<td>Share excerpts from EBP articles</td>
</tr>
<tr>
<td>Faculty Name</td>
<td>Years of Experience with Nursing Program</td>
<td>Years of Experience in Nursing Education</td>
<td>Scholarly Activities for Nursing Programs</td>
<td>Maintenance of Expertise for AD and PN Programs (What areas do you teach and how do you maintain your expertise in these areas?)</td>
<td>Maintenance of Evidence Based Practice</td>
<td>Experience in Evidence Based Practice</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Act as preceptor and mentor for new faculty</td>
<td>Clinical courses to maintain clinical expertise</td>
<td>Read scholarly journals, attendance at conferences/workshops, maintenance of certifications</td>
<td>Verbally in class and/or posting articles in course shell in D2L.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assist with ACEN candidacy</td>
<td>Have attended workshops and completed CEU’s in hematology, endocrinology, neurology, and cardiology</td>
<td>Maintenance of currency in practice as a registered nurse in acute care</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Subscribe to and read scholarly journals that pertain to subject areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Member of curriculum committee for School of Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Key Element 2.5
The number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved.

The permanent full-time and part-time faculty members are sufficient to achieve the program outcomes. Over the past two years a focused effort on decreasing the number of temporary faculty members and bringing more permanent faculty to staff courses, committees, and serve students which ensures the achievement of all program and student outcomes.

Faculty-to-Student Ratios
The ratio of faculty to students in didactic courses is 1:30 (1 faculty for every 30 students). In lab courses, ratios are maintained at 1:12 (1 faculty for every 12 students). Clinical is scheduled on a 1:2 credit to hour’s ratio, which is contractually defined by the MSCF union contract. Based on the ratio of 1:2, clinical courses received additional credit allocations in accordance with state and national standards. One credit of skills/clinical/simulation at a 2:1 equals .66 credits at a 3:1 ratio In clinical courses, the ratio of faculty to students is 1:8. Decreasing the student to faculty ratio has resulted in a higher impact practice where students observed less and practiced more in the clinical setting. In an effort to increase faculty to student time, a non-credit “test taking skills” course is offered twice a week for an hour for students to learn successful study skills and ask questions about content. See Table 5 below for specific information on course ratios.

Table 5: Courses/Faculty to Student Ratios/Credits to Hours for AD nursing program

<table>
<thead>
<tr>
<th>List all Course Numbers and Names</th>
<th>Theory 1:1</th>
<th>Lab, Simulation, and Clinical 1 credit: 2 hours</th>
<th>Theory Faculty to Student Ratio</th>
<th>Lab/Clinical/Simulation Faculty to Student Ratio Faculty: Student 1:12 lab:1:8 clinical</th>
<th>Total Credits</th>
<th>Total Hours per week</th>
<th>Total Hours for semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADNG 1000 Foundations</td>
<td>3</td>
<td>Lab: 3 credit: 6 hours</td>
<td>1:30</td>
<td>1:12</td>
<td>6</td>
<td>9</td>
<td>144</td>
</tr>
<tr>
<td>ADNG 1100 Pharmacology</td>
<td>2</td>
<td>Lab: 1 credit: 2 hours</td>
<td>1:30</td>
<td>1:12</td>
<td>3</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>ADNG 1150 Nursing I</td>
<td>4</td>
<td></td>
<td>1:30</td>
<td></td>
<td>4</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>ADNG 1200 Clinical I</td>
<td></td>
<td>Clinical: 2 credit: 4 hours</td>
<td>1:8</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>ADNG 2000 Focused Populations</td>
<td>4</td>
<td>Lab: 3 credit: 6 hours</td>
<td>1:30</td>
<td></td>
<td>4</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>ADNG 2050 Advanced Skills</td>
<td>1</td>
<td>Lab: 1 credit: 2 hours</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>ADNG 2100 Clinical II</td>
<td></td>
<td>Clinical: 4 credits: 8 hours</td>
<td>1:8</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td>ADNG 2150 Nursing II</td>
<td>3</td>
<td>1:30</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>ADNG 2200 Clinical III</td>
<td></td>
<td>Clinical: 4 credits: 8 hours</td>
<td>1:8</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>128</td>
</tr>
<tr>
<td>ADNG 2250 Leadership</td>
<td>2</td>
<td>1:30</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>32</td>
</tr>
</tbody>
</table>

Note: total clinical hours=320; total lab hours 160

Program Numbers
Ensuring every student receives a quality clinical experience; clinical cohorts have reduced from 10 students to eight students per faculty member. The number of students per clinical influences the number of new students admitted each year. Currently, up to 32 students are admitted to the program (based on eligible applicants). Program admission occurs once a year and students begin in the summer
semester in the Step-In (formerly the mobility) program and in the fall for generic AD nursing program students. Step-In students complete the program the following spring after admission and generic AD nursing program students complete the program two years after admission, during spring semester. Nursing courses are offered in the fall and spring with a transition course for practical nurses entering the AD program offered in the summer. General education courses are available to students during all semesters.

**Standard 4: Curriculum**

_The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary health care environments._

Northwest Technical College delivers an associate degree nursing program (AD) that prepares students for NCLEX-RN ® eligibility ([http://www.ntcmn.edu/academics/programs/nursing/nursing/](http://www.ntcmn.edu/academics/programs/nursing/nursing/)). The associate degree program is delivered distance / online, with some on-site requirements, and on-campus. All programs and cohorts come to one location for site experiences, in Bemidji at Northwest Technical College. Substantiating evidence for all standards is located in Taskstream© ([https://www.taskstream.com/pub/](https://www.taskstream.com/pub/)), the assessment management system adopted by the Bemidji School of Nursing in 2013.

**Key Element 4.1**

_The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning outcomes and program outcomes consistent with contemporary practice._

**Mission-Core Values-Philosophy**

The mission of the nursing program is to educate diverse learners to become quality entry-level health care team members who provide compassionate, culturally sensitive, holistic care in a variety of settings. During this process, learners undergo a transformation where the spirit of inquiry, collaboration, resourcefulness, and professional identity are nurtured.

The nursing philosophy is designed to define the meaning of the program’s core values: caring, diversity, ethics, excellence, holism, integrity, and patient centeredness. We value the role the program plays in the progressive development of the learner. We believe our graduates must be equipped to think critically, adapt to dynamic environments, and embrace new learning to shape nursing practice.

We believe _caring:_

- is a socially significant force fundamental in fostering concern and consideration for the comfort, wellbeing, and safety of the whole person
- promotes health, healing, and hope for vulnerable individuals in need
- explores all possibilities to understand the unique needs of individuals, families, and communities.
We believe **diversity**:  
- includes not only ways of being but also ways of knowing  
- involves understanding ourselves and each other to recognize the uniqueness of individuals  
- includes cultures, values, and beliefs that are unique and valued with respect and dignity.

We believe **ethics**:  
- demonstrates conduct reflective of personal and professional moral values  
- requires a systematic process and accountability in decision-making.

We believe **excellence**:  
- strives for progressive transformation while embracing opportunities for enhancing knowledge practices and outcomes  
- challenges understood and expected norms to seek improved processes in establishing best practices.

We believe **holism**:  
- is complex, involving interrelationships among physical, psychosocial and spiritual elements of the individuals, families, or communities within the health illness continuum  
- inculcates values, beliefs, and practices that are unique and respected.

We believe **integrity**:  
- is honesty and strength of character, essential to building and maintaining all human relationships  
- is having humility to understand how actions directly impact others  
- is consistent adherence to moral and ethical principles.

We believe **patient-centeredness**:  
- is an orientation to care respectful of and responsive to individual patient preferences and needs, ensuring patient values guide all decisions  
- involves creating a culture that accepts uniqueness of people through all levels of care.

The philosophy of the Nursing Program incorporates the core values of the program’s theoretical framework adapted from the National League for Nursing (NLN, 2010).
Professional Standards, Guidelines, Competencies

The Associate Degree nursing program adopted the NLN Education Competencies Model in May of 2010 as the conceptual framework. The core values and integrating concepts were used to create a new program mission statement and philosophy. During the mission and philosophy building time the student learning outcomes were updated to align with the NLN competencies for AD graduates. The competencies were the basis for the development of the critical assignments that evaluate achievement of student outcomes. The Minnesota Nurse Practice Act, Scope and Standards of Practice, the Guide to the Code of Ethics for Nurses (ANA, 2010) and QSEN competencies were foundational to the development and understanding of student learning outcomes. All of these references are foundational in developing the standard of practice for professional nurses (RN), the alignment of specific knowledge, skills, and attitudes essential in safe AD graduates which guides the development of specific course objectives is outlined in Table 6. The clinical evaluation tool includes standards and foundational references which guided the outcomes and leveled behavioral expectations for the beginning and graduating student (See Clinical Evaluation Tools Appendix C).

Table 6: AD Nursing Program professional standards, guidelines, and competence; student learning outcomes; and program outcomes and Curriculum: descriptions, objectives, teaching/learning methods, and evaluation methods/outcome assignments. (SLO Assessment Summary)

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Student Learner Outcome</th>
<th>Professional Standards, Guidelines, Competencies</th>
<th>Assignment</th>
<th>Course where assignment is evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td>1-Human flourishing-</td>
<td>Advancing Care</td>
<td>1st Level- Comprehensive Data Base using Gordon’s FHP with LTC client in RNSG 2258/ADNG1200 Clinical I ADNG2200 Clinical III</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply knowledge and skills learned in the program to uphold patients’ right of self-determination and promote holistic well-being of client and family.</td>
<td>Clin I- utilize the therapeutic relationship &amp; available resources to obtain comprehensive patient data. Clin III- behavior reflects respect, empathy, positive regard, and genuineness toward individuals and families in the provision of care.</td>
<td></td>
</tr>
<tr>
<td>Pass Rates</td>
<td></td>
<td></td>
<td></td>
<td>RNNS 2258/ADNG1200 Clinical I ADNG2200 Clinical III</td>
</tr>
<tr>
<td>Educational Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Completion</td>
<td>75% of students will complete program in 150% time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pass Rates</td>
<td>Graduate first-time NCLEX rates will be at or above the national mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Satisfactory Educational Experience</td>
<td>80% of students will be satisfied or very satisfied (Likert scale) with their educational program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Employer Satisfaction</td>
<td>80% of students and employers will identify that they strongly agree or agree (Likert scale) that the students demonstrates proficiency in student learning outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Placement</td>
<td>80% of graduates will have job placement or be enrolled to further their</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2-Nursing judgment-</td>
<td>QSEN Competencies: Foundations-</td>
<td></td>
<td>ADNG1000 Foundations ADNG2250 Leadership</td>
</tr>
<tr>
<td></td>
<td>Make judgments in practice, supported by evidence, that</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Outcomes</td>
<td>Student Learner Outcome</td>
<td>Professional Standards, Guidelines, Competencies</td>
<td>Assignment</td>
<td>Course where assignment is evaluated</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Education six months post-graduation</td>
<td>Integrate nursing science in the provision of safe, quality care.</td>
<td>Accurately performs physical assessment of key body systems across the lifespan. Leadership-demonstrates ability to accurately prioritize and manage care for variety of hypothetical patients and professionals.</td>
<td>ADNG1000 Foundations 2nd Level - Delegation and Prioritization Case Studies ADNG2250 Leadership</td>
<td></td>
</tr>
<tr>
<td>3-Professional identity- Implement one’s role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.</td>
<td>QSEN Competencies: Clun I - demonstrates value as team member through effective professional communication. Clun III - develop implement, and evaluate effective individualized teaching plans for clients and families.</td>
<td>1st Level - ADNG1200 Clinical I - Professional communication and principles of TEAM STEPPS &amp; safety are demonstrated in simulation lab 2nd Level - ADNG2200 Clinical III - Provide education to small group of HC professionals</td>
<td>ADNG1200 Clinical I ADNG2200 Clinical III</td>
<td></td>
</tr>
<tr>
<td>4-Spirit of inquiry- Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN, 2010).</td>
<td>ACES Competencies: Apply principles of evidence based practice &amp; recognize its role in the profession. Clinical II - Examines the evidence that underlies clinical nursing practice</td>
<td>1st Level - ADNG 1000 Foundations - Intro to EBP APA paper 2nd Level - ADNG 2100. Clinical II EBP APA paper</td>
<td>ADNG 1000 Foundations ADNG 2100 Clinical II EBP APA paper</td>
<td></td>
</tr>
</tbody>
</table>
Key Element 4.2
The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

Student Learner Outcomes Associate Degree Program

Learners graduating from NTC’s AD nursing program will exhibit the following qualities:

1. **Human flourishing** - Apply knowledge and skills learned in the program to uphold patients’ right of self-determination and promote holistic well-being of client and family.

2. **Nursing judgment** - Make judgments in practice, supported by evidence, that integrate nursing science in the provision of safe, quality care.

3. **Professional identity** - Implement one’s role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.

4. **Spirit of inquiry** - Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN, 2010).

Illustration 1: Conceptual Framework
<table>
<thead>
<tr>
<th>Table 7: Overview of Associate Degree Curriculum and Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
</tr>
<tr>
<td>Practical Nursing License</td>
</tr>
<tr>
<td>BIOL 2221 Microbiology</td>
</tr>
<tr>
<td>BIOL 2252 Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BIOL 2254 Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>CHEM 1100 Intro to Chemistry</td>
</tr>
<tr>
<td>ENGL 1111 College Writing I</td>
</tr>
<tr>
<td>PSYC 2201 Developmental Psychology</td>
</tr>
<tr>
<td>HPER2200 CPR for the Healthcare Provider (prior to clinical courses)</td>
</tr>
</tbody>
</table>

| **Curriculum Fall** |
|--------------------|--------------------------------|---------------------------------|
| **OLD (completing last cycle spring 2014)** | **NEW (began summer/fall 2013)** |
| Practical nursing program | BIOL 2254 Anatomy & Physiology II | 3 |
| BIOL 2252 Anatomy & Physiology I | CHEM 1100 Intro to Chemistry | 3 |
| ENGL 1111 College Writing I | PSYC 2201 Developmental Psychology | 3 |
| MATH 1110 College Algebra | MATH 1930 Introduction to Mathematical Sciences | 3 |
| ADNG 1000 Foundations (3 Lecture; 3 Lab) | ADNG 1010 Transitioning to Professional Nursing (ONLY for LPN’s stepping into the generic program) | 5 |

| **Curriculum Spring** |
|-----------------------|--------------------------------|---------------------------------|
| **OLD (completing last cycle spring 2014)** | **NEW (began summer/fall 2013)** |
| Practical nursing program | BIOL 2254 Anatomy & Physiology II | 3 |
| BIOL 2252 Anatomy & Physiology I | CHEM 1100 Intro to Chemistry | 3 |
| ENGL 1111 College Writing I | PSYC 2201 Developmental Psychology | 3 |
| MATH 1110 College Algebra | MATH 1930 Introduction to Mathematical Sciences | 3 |
| ADNG 1200 Clinical I (Lab/Clinical) | | 2 |

| **Curriculum Summer** |
|-----------------------|--------------------------------|---------------------------------|
| **OLD (completing last cycle spring 2014)** | **NEW (began summer/fall 2013)** |
| RNSG 2100 LPN Advanced Standing | ADNG 1010 Transitioning to Professional Nursing (ONLY for LPN’s stepping into the generic program) | 5 |

| **Curriculum Fall** |
|---------------------|--------------------------------|---------------------------------|
| **OLD (completing last cycle spring 2014)** | **NEW (began summer/fall 2013)** |
| RNSG 2260 Nursing I (lecture) | BIOL 2256 Advanced Physiology | 2 |
| RNSG 2258 Health Assessment Across the Lifespan (2 lecture; 1 lab) | General Education | 2 |
| RNSG 2238 Advanced Skills (1 lecture; 1 lab) | ADNG 2000 Focused Populations (Lecture) | 5 |
| RNSG 2262 Clinical I (lab/clinical) | ADNG 2100 Clinical II (Lab/Clinical) | 3 |
| BIOL 2256 Advanced Physiology (lecture) | ADNG 2050 Advanced Skills (1 Lecture; 1 Lab) | 2 |
| MATH 1110 College Algebra | ADNG 1010 Transitioning to Professional Nursing (ONLY for LPN’s stepping into the generic program) | 5 |
| MATH 1930 Introduction to Mathematical Sciences | | |
| ANTH 1110 Cultural Anthropology | | |

| **Curriculum Spring** |
|----------------------|--------------------------------|---------------------------------|
| **OLD (completing last cycle spring 2014)** | **NEW (began summer/fall 2013)** |
| RNSG 2270 Nursing II (lecture) | PHIL 1201 Ethics, PHIL 2210 Bioethical Issues in Contemporary Society | 3 |
| RNSG 2274 Clinical II (lab/clinical) | General Education | 2 |
| RNSG 2233 Transition to Professional Nursing (lecture) | ADNG 2150 Nursing II (lecture) | 4 |
| RNSG 2266 Psychosocial/Mental Health (lecture) | ADNG 2200 Clinical III (lab/clinical) | 3 |
| SPCH 1120 Interpersonal Communications | ADNG 2250 Leadership (lecture) | 2 |
| PHIL 1201 Ethics or PHIL 2210 Bioethical Issues in Contemporary Society | | 3 |
| General Education Electives | | 2 |
Students are required to demonstrate certification as a nursing assistant and to maintain current certification in health care provider basic life support (CPR certification for the health care provider), they may do so through employer-based programs, online options, or other non-credit methods.

**Program Outcomes for AD Nursing program**

Program success is determined by evaluating program completion rates, first-time NCLEX RN® pass rates, end-of-program student survey data, graduate survey data, employer satisfaction survey data, and placement rates (Table 8). The following program outcomes have been established:

1. Seventy-five percent of students will complete the program in 150% time.
2. Graduate first-time NCLEX RN® rates will be at or above the national mean.
3. Eighty percent of students will agree or strongly agree (Likert scale) that they were satisfied with the preparation for nursing practice provided by the Nursing Program.
4. Eighty percent of students and employers will identify that they strongly agree or agree (Likert scale) that the students demonstrate proficiency in student learning outcomes.
5. Eighty percent of graduates will have job placement or be enrolled to further their education six months post-graduation.

### Table 8: Outcomes Summary Table for Past 3 Years – Associate Degree

<table>
<thead>
<tr>
<th>Required Program Outcomes</th>
<th>Expected Level of Achievement</th>
<th>Actual Level of Achievement</th>
<th>Resulting Action(s) Taken/ To be Taken with Time Frame for Implementation Action(s)</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance on NCLEX</td>
<td>At or above national mean for all AD nursing programs</td>
<td>2011 88.64% 86.99% Nat’l mean 2012 96.08% 89.95% Nat’l mean at 3rd quarter 2013 62.96% 81.4% Nat’l mean 2014 2nd qtr 91.18% (N=49)</td>
<td>Implemented new admission rubric for 2012-13 admits Evaluate retention &amp; NCLEX for this year’s students</td>
<td></td>
</tr>
<tr>
<td>Program Completion</td>
<td>75% complete in 150% time</td>
<td>2011 (N=38) 78.9% Campus; (N=25) 64% Distance Overall N=63 73% 2012 (N=35) 85.7 % Campus; (N=30) 76.6 % Distance Overall (N=65) 81.5% 2013 (N=28) 75% Campus; (N=44) 65.9% Distance Overall (N=72) 69.4%</td>
<td>2010 added more non-exam points, but this resulted in lower NCLEX pass rates. 2011 &amp; 2012 reduced non-exam points</td>
<td>Annually in September/October</td>
</tr>
<tr>
<td>Program Satisfaction</td>
<td>80% agree or strongly agree that with the preparation for nursing practice provided by the Nursing Program.</td>
<td>2012 100% 2013 75% 2014 70%</td>
<td>New survey implemented summer 2012</td>
<td>Annually in May</td>
</tr>
<tr>
<td>Graduate Exit Survey 6 month alumni survey</td>
<td>80% students agree or strongly agree that they are proficient in student learning outcomes</td>
<td>2012: Human Flourishing 100% Nursing Judgment 100% Professional Identity 100% Spirit of Inquiry 100% 2013: Human Flourishing 90.3% Nursing Judgment 90.2% Professional Identity 90.3 %</td>
<td>New survey implemented summer 2012 2012 Grads exceeded ELA 2013 Grads exceeded ELA</td>
<td>Will access and evaluate college 6 month alumni survey in the curriculum committee Exit survey in May Alumni in December/January</td>
</tr>
<tr>
<td>Required Program Outcomes</td>
<td>Expected Level of Achievement</td>
<td>Actual Level of Achievement</td>
<td>Resulting Action(s) Taken/ To be Taken with Time Frame for Implementation Action(s) Time Frame</td>
<td></td>
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</tr>
<tr>
<td><strong>Spirit of Inquiry</strong></td>
<td>90.3%</td>
<td>Spirit of Inquiry 90.3%</td>
<td>2014: Human Flourishing 94.6% Nursing Judgment 89.2% Professional Identity 94.6% Spirit of Inquiry 91.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Employer</strong></td>
<td></td>
<td></td>
<td>Implementing an additional process which will include an employer survey Will implement employer survey data through 2013-14 Advisory committee process Survey to be conducted every 3 years.</td>
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</tr>
<tr>
<td><strong>Human Flourishing</strong></td>
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<tr>
<td><strong>Nursing Judgment</strong></td>
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<tr>
<td><strong>Professional Identity</strong></td>
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</tr>
<tr>
<td><strong>Spirit of Inquiry</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*Employer*

Twice a year seek feedback from Advisory Board which represents employers of graduates 80% employers agree or strongly agree that students demonstrate proficiency in student learning outcomes

2011-Advisory Board meeting minutes
2012-Advisory Board meeting minutes
2013-Advisory Board meeting minutes

Implementing an additional process which will include an employer survey

Will implement employer survey data through 2013-14 Advisory committee process Survey to be conducted every 3 years.

**Job Placement**

80% of graduates will have job placement or be enrolled to further their education six months post-graduation

2011 89.5%
2012 95.6%
2013- data is available at this time

Placement is good, no concerns

Annually in December/January

**Student Learning Outcomes Guide the Delivery of Instruction and Direct Learning Activities**

The curriculum was mapped to determine progression of student learning outcomes from introduction, reinforcement, and to mastery (See Appendix D AD Curriculum Map- Assessment of Student Learning). The student learning outcomes and NLN associate degree nursing competencies guided the development of the course objectives. The course objectives determine the instructional-learning methods employed (Table 9). Successful achievement of student learning outcomes occurs when course objectives are met which ultimately leads to successfully achieving the program outcomes. Methods implemented include, but are not limited to, lecture, posted lecture materials, demonstrations, feedback on return demonstrations, video recordings, and evaluation of acquired skills in clinical and lab environments (see Clinical Evaluation Tool Appendix E and Syllabi Appendix F). Instructional methods are varied and determined appropriate for the course objectives by faculty and the curriculum committee.

Learning activities for each course support achievement of the course objectives. Specific student outcomes, learning activities, and evaluation methods were overviewed in Table 9.

Table 9: AD Curriculum with Student Learning Outcomes, Course Objectives, Teaching and Evaluation Methods

<table>
<thead>
<tr>
<th>ADNG 1000: Foundations- 6 cr (3cr Lecture, 3 cr Lab)</th>
<th>Learning Objectives</th>
<th>Teaching Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of course:</strong> The course introduces the fundamentals of nursing care and the interactive role of the Nurse. Physiological topics covered include: sleep/rest, integumentary system, elimination, infection control, safety, and assessment across the life-span. Psychological topics covered include: Upon completion of this course, the student will: <strong>Human Flourishing</strong> 1. Utilize effective interpersonal skills for interdisciplinary communication and the development of therapeutic relationships with a variety of clients. <strong>Nursing Judgment</strong> 2. Identify nursing interventions</td>
<td>• Lecture • Demonstration • Videos • Critical thinking activity • Group work • Printed resources • Online resources</td>
<td>1. Exams and Quizzes 2. Demonstrate evaluation of skin integrity, wound care, hot/cold therapy, and use of ace wrap. 3. Demonstrate catheterization and ostomy care. 4. Apply infection control and principles of safety in all skills performance 5. *Perform physical assessment on lab partners and on mannequins.</td>
<td></td>
</tr>
</tbody>
</table>
therapeutic and professional interpersonal communication. Nursing Profession topics include:

- the nursing process
- evidence-based practice (EBP)
- cultural competence
- confidentiality
- patient education
- professionalism
- scope of practice
- nursing informatics.

that support adequate rest and sleep.

3. Assess and manage elimination needs.

4. Identify critical principles in the maintenance of infection control and safety.

5. Demonstrate physical assessment of key body systems (integumentary, respiratory, cardiovascular, abdominal, and neurological) across the lifespan.

Professional Identity

6. Utilize the nursing process throughout all phases of assessment, diagnosis, planning, intervention, and evaluation.

7. Develop an understanding of cultural sensitivity and the art of caring.


9. Develop an understanding of the ethical and legal issues regarding the professional role, scope of practice, and use of social media for nurses.

Spirit of Inquiry

10. Identify the principles of evidence-based practice and its role in the profession of nursing.

1. Demonstrate topical, oral, rectal, nasal, sublingual, and ear medication administration.

2. Demonstrate withdrawing solution from vial and performing intradermal, subcutaneous, and intramuscular injections on mannequins.

3. Perform math calculations on medication calculation quiz.

4. Demonstrate administration of intravenous infusions and medication “piggy backs” using gravity flow or pumps.

5. Video validation

6. Exams, quizzes, and ATI assessments to evaluate principles of safe medication administration and understanding of pharmacokinetics, actions, side effects and nursing implications of medications by category.

<table>
<thead>
<tr>
<th>ADNG 1100: Pharmacology - 3 credits (2 credit Lecture, 1 credit Lab)</th>
<th>Learning Objectives</th>
<th>Teaching Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
</table>
| This course provides the foundational pharmacological concepts and skill demonstration of medication administration. Medications that are involved in the modification or therapeutics of body systems are emphasized. Pharmacology principles include: major pharmacologic classifications; medication effects, side effects, adverse reactions, and age-specific modifications; essential components of physician orders; the nursing role related to safe medication administration. | Upon conclusion of this course, the student will: **Human Flourishing**
1. Provide effective communication to patient and healthcare team members throughout medication administration procedure(s).

**Nursing Judgment**
2. Discuss the expected effects and potential adverse effects of medications within pharmacologic categories.

3. State the principles of safe medication administration from healthcare provider order to administration.

4. Demonstrate safe administration of oral and parenteral medications.

5. Utilizes available resources, written and electronic, to administer medications safely.

6. Demonstrate successful completion of a dosage calculation skill. | • Lecture

• Demonstrations

• Videos

• Critical thinking scenarios

• Simulation models

• Printed and Online resources | 1. Demonstrate topical, oral, rectal, nasal, sublingual, and ear medication administration.

2. Demonstrate withdrawing solution from vial and performing intradermal, subcutaneous, and intramuscular injections on mannequins.

3. Perform math calculations on medication calculation quiz.

4. Demonstrate administration of intravenous infusions and medication “piggy backs” using gravity flow or pumps.

5. Video validation

6. Exams, quizzes, and ATI assessments to evaluate principles of safe medication administration and understanding of pharmacokinetics, actions, side effects and nursing implications of medications by category. |
ADNG 1150: Nursing I - 4 credits (Lecture)

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Teaching Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon conclusion of this course, the student will: Human Flourishing 1. Identify nursing and collaborative interventions that support optimal well-being in a variety of clients experiencing alterations in health. 2. Identify changes in patient status requiring nursing or collaborative intervention to promote health of patient. 3. Identify opportunities for health promotion and the prevention of disease with clients across the lifespan 4. Provide accurate rationales for nursing and medical care provided for clients across the lifespan experiencing disruptions in health. 5. Evaluate effectiveness of patient education provided to individuals and families. 6. Evaluate the effectiveness of nursing interventions and collaborative care provided to individuals across the lifespan.</td>
<td>Lecture  Group learning activities  Turning point live classroom quizzing (recorded for distance)  Classroom delivery capture  Online synchronous and/or asynchronous reviews  Study guides  Printed and online resources</td>
<td>1. Exams and Quizzes evaluate concepts and content under study. 2. Case studies relative to concepts under study</td>
</tr>
</tbody>
</table>

Spirit of Inquiry 7. Identify nursing actions that are no longer supported by current research or literature.

ADNG 1200: Clinical I - 2 cr (Clinical Lab 2:1)

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Teaching Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon conclusion of this course, the student will: Human Flourishing 1. Demonstrate the ability to establish and maintain a therapeutic relationship. 2. Use the therapeutic relationship and available resources to obtain comprehensive patient data on assigned client. Nursing Judgment 3. Identify priority holistic needs of assigned clients based on comprehensive assessment. 4. Provide care in a confident, compassionate manner that values the individuality of a variety of patients.</td>
<td>Role model  Demonstration  Mentoring  Feedback on evaluation  Collaboration  Pre/post conference discussion  Power point presentation  Facilitate reflection  Printed resources  Online resources</td>
<td>1. *Principles of professional communication, Team STEPPS, &amp; safety are evaluated on the Simulation Performance Eval. 2. Two Reflective journal entries analyze professional growth. 3. Analysis of one professional and one therapeutic communication. 4. *Completion of comprehensive data base utilizing Gordon’s functional health patterns (FHP) on one client. 5. Satisfactory clinical performance evaluation</td>
</tr>
</tbody>
</table>

Professional Identity
5. Demonstrate effectiveness as a member of the team

**Spirit of Inquiry**

6. Recognize opportunities that facilitate cognitive and psychomotor growth and seek appropriate assistance to insure ongoing personal growth.

---

### YEAR TWO

<table>
<thead>
<tr>
<th>Course</th>
<th>Learning Objectives</th>
<th>Teaching Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
</table>
| ADNG 2050: Advanced Skills | Upon conclusion of this course, the student will:  
*Human Flourishing*  
1. Demonstrate effective communication in the performance of selected skills and procedures.  
2. Demonstrate effective use of oxygen equipment and devices that support oxygenation and maintain patency of airway.  
3. Demonstrate successful insertion of intravenous (IV) access devices and management of IV therapy  
4. List principles of enteral versus parenteral nutrition.  
5. Manage enteral tubes and feedings effectively.  
*Professional Identity*  
6. Examine the professional, ethical, and legal implications of skills performed.  
7. Exercise clinical reasoning and the application of EBP in the performance of selected skills and procedures.  
8. Demonstrate effective use of written and electronic resources. | Lecture  
Demonstrations  
Videos  
Critical thinking scenarios  
Computer IV simulation  
Simulation models  
Printed and Online resources | 1. Demonstrate use of oxygen delivery equipment, suctioning, airway management, and stoma/tracheostomy care  
2. Demonstrate IV cannula insertion on mannequin and simulator.  
3. Skill demonstration of intravenous medication administration through variety of IV access devices (i.e. saline or heparin lock, compatible or incompatible infusing IV, or CVAD).  
4. Demonstrate NG insertion, troubleshooting, and discontinuation.  
5. Demonstrate feeding tube insertion and initiation of enteral feeding.  
6. Demonstrate site care for CVAD  
7. Demonstrate care, access, and management of implanted intravenous device (Portacath).  
8. Exam items will evaluate ability to perform calculations related to skills and apply principles related to skill performance.  
9. Medication calculation exam |

<table>
<thead>
<tr>
<th>Course</th>
<th>Learning Objectives</th>
<th>Teaching Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
</table>
| ADNG 2000: Focused Population 4 credits | Upon conclusion of the course, the student will:  
*Human Flourishing*  
1. Discuss the role of family, social, and community support in the provision of client care for focused populations.  
2. Analyze sexuality variations for focused populations.  
*Nursing Judgment*  
7. Exercise clinical reasoning and the application of EBP in the performance of selected skills and procedures.  
8. Demonstrate effective use of written and electronic resources. | Lecture  
Group learning activities  
Turning point live classroom quizzing (recorded for distance)  
Classroom delivery capture | 1. Unit exams evaluate concepts presented.  
2. Complete case studies relative to concepts understudy  
3. Discussion board  
4. Birthing board  
5. Reflective journal |
| Mental/psychosocial health, and gerian considerations. | 3. Provide accurate education for focused population areas.  
   4. Prioritize care based on Maslow’s hierarchy of needs.  
**Maternal – Newborn:**  
**Nursing Judgment**  
5. Apply the nursing process related to reproductive anatomy and physiology, conception/contraception, fetal development, antepartal care and management of complications for women and families.  
6. Apply the nursing process in the provision of intrapartal care and management of complications for women and families.  
7. Apply the nursing process in the provision of postpartal care and management of complications women and families.  
8. Apply the nursing process in the provision of normal newborn care and management of high risk newborn care.  
**Psychosocial Mental Health:**  
**Professional Identity**  
9. Value the importance of viewing the client holistically, recognizing the impact of social, behavioral, psychological, spiritual, and cultural influences on the client and families.  
10. Relates the legal and ethical standards of professional practice for the client as it relates to mental health nursing.  
**Nursing Judgment**  
11. Analyze the cues that indicate the presence of a psychological/psychosocial problem or adaptation to a psychological/psychosocial problem and apply the nursing process in caring for this population.  
**Gerian:**  
12. Explore health promotion, maintenance, and restoration modalities distinctive to the gerian.  
13. Analyze nursing practice considerations distinctive to the gerian.  
|  |  |  |  
| Online synchronous and/or asynchronous reviews  
| Study guides  
| Discussion  
| ACES online resources  
| Exploration of practices surrounding major life events (death, coming of age, birth)  
| **ADNG 2100: Clinical II**  
4 credits (Clinical Lab 2:1)  
Learning Objectives | Teaching Methods | Evaluation Methods and Outcome Assignments*  
| This course will prepare the student to function in the clinical setting as a professional nurse with emphasis on utilization of the nursing process, therapeutic communication,  
Upon conclusion of this course, the student will:  
**Human Flourishing**  
1. Demonstrate the ability to establish and maintain a therapeutic relationship with clients experiencing alterations in health.  
| Role model  
| Demonstration  
| Mentoring  
| Feedback on evaluation  
| Collaboration  
| Pre/post  
| 1. Completion of comprehensive data base utilizing Gordon’s functional health patterns (FHP) on one client.  
2. Develops care plan on assigned client  
3. Chronic disease comparison |
client education, evidence-based practice, and critical thinking. The student will holistically assess, plan, implement, and evaluate care in an effort to promote, maintain, and/or restore health to a variety of patients.

2. Use the therapeutic relationship and available resources to obtain comprehensive patient data on assigned client and identify changes in condition.

Nursing Judgment
3. Identify priority holistic needs of assigned clients based on comprehensive assessment and diagnostic results.
4. Provide care in a confident, compassionate manner that values the individuality of a variety of patients who are vulnerable as the result of alterations in health.

Professional Identity
5. Demonstrate effectiveness as a member of the team in an acute care environment.

Spirit of Inquiry
6. Utilize self-evaluation and reflection to scrutinize own practice for opportunities for continual growth
7. Examines the evidence that underlies clinical nursing practice

ADNG 2250: Leadership-2cr (Lecture)

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Teaching Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course prepares the learner to function in a</td>
<td>• Lecture</td>
<td>1. Unit exams evaluate concepts presented</td>
</tr>
<tr>
<td>multi-disciplinary, multicultural, dynamic</td>
<td>• Group learning activities</td>
<td>2. Teaching plan for healthcare audience</td>
</tr>
<tr>
<td>environment. Scope of practice and role</td>
<td>• Turning point live classroom quizzing (recorded for distance)</td>
<td>developed utilizing concepts of teaching-</td>
</tr>
<tr>
<td>differentiation of health care practitioners is</td>
<td>• Classroom delivery capture</td>
<td>learning theory.</td>
</tr>
<tr>
<td>explored. The principles of leadership-management,</td>
<td>• Online synchronous and/or asynchronous reviews</td>
<td>3. Delegation case study completed.</td>
</tr>
<tr>
<td>delegation-supervision, teaching-learning,</td>
<td>• Study guides</td>
<td>4. Prioritization case study completed.</td>
</tr>
<tr>
<td>evidence-based practice, conflict management, and</td>
<td>• Printed and online resources</td>
<td>5. Conflict management case study completed.</td>
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<tr>
<td>change are presented in the context of assimilating</td>
<td></td>
<td>6. *ATI Leadership Proctored Assessment</td>
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<tr>
<td>the ethics and standards of the profession.</td>
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<td>7. Successful completion of HHR (Health</td>
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<td>and Human Services) Course, assignment-</td>
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<td></td>
<td></td>
<td>certificate</td>
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<tr>
<td>Upon conclusion of this course, the student will:</td>
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<td><a href="https://ccnm.thinkculturalhealth.hhs.gov/">https://ccnm.thinkculturalhealth.hhs.gov/</a></td>
</tr>
<tr>
<td>Nursing Judgment</td>
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<tr>
<td>1. Analyze various conflict situations to determine</td>
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<td>the most effective resolution strategy.</td>
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<td>2. Apply principles of prioritization and time</td>
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<td>management to the provision of nursing care in the</td>
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<td>clinical setting.</td>
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<td>3. Discuss staffing patterns and assignments.</td>
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<td>4. Examine organizational change and the principles</td>
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<td>of change theory as they relate to the healthcare</td>
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<tr>
<td>setting.</td>
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<tr>
<td>Professional Identity</td>
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<tr>
<td>5. Discuss application of leadership-management</td>
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<tr>
<td>theory to the healthcare setting.</td>
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<tr>
<td>6. Discuss application of delegation-supervision in</td>
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<tr>
<td>the multidisciplinary healthcare setting.</td>
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</tr>
<tr>
<td>7. Describe the leadership and member roles in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>team-building and motivation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Analyze legal/ethical issues as they apply to the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional role.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spirit of Inquiry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Demonstrate the ability to apply teaching-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning theory to the development of effective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ADNG 2150: Nursing II-3 cr (Lecture)

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Teaching Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon conclusion of this course, the student will:</td>
<td>• Lecture</td>
<td>1. Evaluated by items on exam pertaining to content under study.</td>
</tr>
<tr>
<td><em>Human Flourishing</em></td>
<td>• Group learning activities</td>
<td>2. Case studies relative to concepts under study</td>
</tr>
<tr>
<td>1. Identify priorities in the management of care to promote optimal outcomes in a variety of clients experiencing alterations in health.</td>
<td>• Turning point live classroom quizzing (recorded for distance)</td>
<td></td>
</tr>
<tr>
<td>2. Identify opportunities for health promotion and disease prevention in clients across the lifespan.</td>
<td>• Classroom delivery capture</td>
<td></td>
</tr>
<tr>
<td>Nursing Judgment</td>
<td>• Online synchronous reviews</td>
<td></td>
</tr>
<tr>
<td>3. Identify critical patient indicators indicating need for nursing or collaborative intervention.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Analyze laboratory data of patients with acute and/or complex health problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Discuss pharmacological and non-pharmacological therapy related to the nursing care of patients experiencing alterations in health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spirit of Inquiry</td>
<td>6. Provide accurate rationales for nursing and collaborative care provided to clients across the lifespan.</td>
<td></td>
</tr>
<tr>
<td>6. Provide accurate rationales for nursing and collaborative care provided to clients across the lifespan.</td>
<td>7. Evaluate the effectiveness of nursing interventions and collaborative care provided to individuals across the lifespan.</td>
<td></td>
</tr>
</tbody>
</table>

### ADNG 2200: Clinical III-4 credits (Clinical Lab 2:1)

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Teaching Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon conclusion of this course, the student will:</td>
<td>• Role model</td>
<td>1. Completion of comprehensive data base utilizing Gordon’s functional health patterns (FHP) on one client.</td>
</tr>
<tr>
<td><em>Human Flourishing</em></td>
<td>• Demonstration</td>
<td>2. *Provides education to small group of healthcare professionals</td>
</tr>
<tr>
<td>1. Exhibit behaviors which reflect respect, empathy, positive regard, &amp; genuineness toward individuals and families in the provision of care.</td>
<td>• Mentoring</td>
<td>3. Chronic disease comparison case study</td>
</tr>
<tr>
<td>Nursing Judgment</td>
<td>• Feedback on evaluation</td>
<td>4. *Analysis of therapeutic communication with evidence of therapeutic intent.</td>
</tr>
<tr>
<td>2. Use EBP, clinical reasoning, and scientific rationales to provide holistic nursing care to a variety of clients experiencing alterations in health.</td>
<td>• Collaboration</td>
<td>5. Satisfactory clinical performance evaluation</td>
</tr>
<tr>
<td></td>
<td>• Pre/post conference discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Power point presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Facilitate reflection</td>
<td></td>
</tr>
</tbody>
</table>
dignity and value of a variety of clients. Students learn to adapt and maintain effectiveness in new settings in an effort to promote, maintain, and/or restore health to a variety of patients.

3. Analyzes laboratory data of patients with acute and/or complex health problems.
4. Develop, implement, and evaluate effective, individualized teaching plans for clients and families across the lifespan.
5. Effectively manages care when assigned multiple (at least 3) patients.
6. Remains productive and functional in a variety of clinical settings.

Professional Identity
7. Exhibit an appreciation of the importance of evaluation and the role it plays in the improvement of quality client care.
8. Conducts oneself professionally in interactions with multidisciplinary team-members, peers, clients, and faculty.
9. Upholds the values and ethics of the nursing profession.

Spirit of Inquiry
10. Demonstrate an innovative, flexible, and self-directed commitment to the promotion, maintenance and restoration of health, and to the prevention of disease with clients across the lifespan.

ADNG 1300 is required for all LPN students stepping into the 2nd year of the AD Generic program

<table>
<thead>
<tr>
<th>ADNG 1300: Transition to Professional Nursing- 5 credits (3 Lecture/2 Lab)</th>
<th>Learning Objectives</th>
<th>Teaching Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
</table>
| This course is designed to help the LPN student transition into the RN role. Topics include professionalism, scope of practice, therapeutic and professional interpersonal communication, assessment across the life-span, nursing process, patient education, and nursing informatics. Learners will use assessment data to evaluate expected and unexpected outcomes and form the basis for prioritizing medical and nursing management of care related to the pathophysiological processes affecting homeostatic balance and | Upon conclusion of this course, the student will: Psychological: Human Flourishing 1. Utilize effective interpersonal skills for interdisciplinary communication and the development of therapeutic relationships with a variety of clients. 2. Identify nursing and collaborative interventions that support optimal well-being in a variety of clients experiencing alterations in health. Physiological: Nursing Judgment 3. Demonstrate physical assessment of key body systems (respiratory, cardiovascular, abdominal, and neurological) across the lifespan. 4. Use assessment findings to identify changes in patient status requiring nursing or collaborative intervention to promote health of | Lecture  
Classroom delivery capture  
Demonstration  
Videos  
Critical thinking activities  
Group learning activities  
Printed resources  
Online resources  
Simulation models  
Role-play | 1. Conduct health history on lab partner and complete comprehensive data base utilizing Gordon’s FHP  
2. Role-play therapeutic communication in the sensitive collection of health history.  
3. Perform physical assessment on lab partners and on mannequins  
4. Perform Video Validation of focused physical assessment.  
5. Provide patient education directed at making health-related behavioral change to a role-played “client”. (Patient Education assignment based upon health history)  
6. Patient education provided for all skill demonstrations  
7. Evaluate principles and concepts related to skills through case studies and exam items.  
8. Care Planning case studies |
cell survival in the human system. Specific areas of focus include: Homeostasis, Respiratory, Fluid and Electrolyte and Acid Base balance, Gastrointestinal, Musculoskeletal, Hepatobiliary, Shock, and Hematologic alterations. In addition, the course will review safe medication administration and basic Intravenous infusion practices.

5. Demonstrate the principles of safe primary and secondary intravenous fluid and medication administration based upon healthcare provider order.
6. Identify opportunities for health promotion and the prevention of disease with clients across the lifespan.
7. Demonstrate successful completion of a dosage calculation skill.
8. Utilize the nursing process throughout all phases of assessment, diagnosis, planning, intervention, and evaluation.
9. Evaluate effectiveness of patient education provided to individuals and families.
10. Develop an understanding of the professional role to include legal and ethical perspectives, Evidence Based Practice, scope of practice, differentiation of roles within healthcare teams, and use of social media for nurses.
11. Identify nursing actions no longer supported by current research or literature.

Student Learning Outcomes Evaluate Student Progress

A variety of evaluative methods are used. Didactic courses are primarily evaluated through multiple choice exams and quizzes. In addition to the exams and quizzes, learning activities are provided so the learner can self-evaluate content knowledge. Case studies are often part of the learning activities and help students learn to apply the content under study. Turning Point is a tool incorporated in lecture content where students can anonymously submit a response to multiple choice questions and the instructor can provide a rationale for the correct answer and discuss reasons why other choices were less desirable. This also gives faculty feedback on areas that may need more emphasis. The discussion board is available in all courses where students can post questions and receive feedback from peers and faculty. Courses with a lab component also utilize demonstration, return demonstration, and skill evaluation in addition to exams and quizzes. A lab evaluation tool provides consistent evaluation and feedback to students in the areas of Assessment/Planning, Implementation, Communication, Evaluation, and Professionalism using a scale of 1-4. Behavioral components are leveled for the first and second year students (See Appendix E, Lab Evaluation Tool).
The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

The curriculum was developed by faculty during a two day retreat, with ongoing updates and development. Prior to meeting, a comparison was conducted of all the generic nursing programs in Minnesota with particular focus on accredited programs. The curriculum comparison was used to determine the essential general education courses that would be required and guided the options for elective courses. Requirements for granting an Associate of Science degree were also reviewed. Minnesota requires a minimum of 60 total semester credits with 30 general education credits distributed across at least four of the following areas: Communication, Natural Sciences/Mathematics, Humanities, and Social Science. The Associate in Science degree is intended to provide a liberal arts and science background and to provide the foundation for baccalaureate programs (The Minnesota Office of Higher Education, 2014). The general education credits must also meet at least 6 of the 10 goal areas from the Minnesota Transfer Curriculum, which allows students to move more seamlessly between Minnesota Colleges with assurance of transfer of credit. Transfer Curriculum Goal areas are Communication, Critical Thinking, Natural Sciences, Mathematical/Logical Reasoning, History and the Social and Behavioral Sciences, The Humanities and Fine Arts, Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment. The final outcome of the retreat was the creation of the AD Curriculum table (see Table 9). The faculty also determined, by consensus that the curriculum would be concept-based and additional interactive and application-based activities would be implemented. Jean Gidden’s (2013) Concepts for Nursing Practice was adopted to facilitate this process. All faculty members participated in the development of the current generic curriculum and have ongoing input through the Curriculum Assessment Process.

The Curriculum Committee created and approved a Curriculum Assessment Process (Appendix G). The process begins with the student course evaluation (Appendix H), completed by students at course conclusion. This data is used by faculty to complete a Faculty Course Survey (Appendix I) that identifies strengths and weaknesses, and makes recommendations for future courses. If the course has an Outcome Assignment attached, the faculty calculates the percent of the number who passed over the total number who completed the assignment. The Curriculum Committee reviews each course annually and completes a Course Evaluation Summary (Appendix J) and follows through with curricular or course change recommendations. Every three years a complete program review is done to review exit survey data, graduate and employer survey data, and program outcome data to inform the curriculum.

The Curriculum Committee is one of four committees in the Bemidji School of Nursing. The School standing committees are: Curriculum Committee; Student Admission, Progression, and Concerns Committee; Academic Resources Committee; and Faculty and Budget Committee.
Section 1. Curriculum Committee functions to:

A. Determine the major components of the curriculum and recommend curriculum changes.
B. Evaluate the implementation of the curriculum and conduct appropriate action.
C. Determine pre-requisite course requirements.
D. Determine course requirements for the major.
E. Receive requests and make determinations regarding changes in the curriculum (i.e. content, course numbers, new courses, and discontinuation).
F. Determine and propose other curricular matters.
G. Develop and process proposals to the BSU Curriculum Committee and reports for catalog entries.
H. Review and revise the curriculum sections of the School Resource Manual on an annual basis.

Key Element 4.4

The curriculum includes general education courses that enhance professional nursing knowledge and practice.

The curriculum includes 30 credits of general education that enhance professional nursing knowledge and practice (Table 7 referenced in 4.2); general education credits must be fit into goal areas of the Minnesota Transfer Curriculum, an agreement between MnSCU colleges allowing students to transfer more seamlessly between institutions with assurance of credit transfer. The ten goal areas of the MN Transfer Curriculum are: 1) Communication, 2) Critical Thinking, 3) Natural Sciences, 4) Mathematical/Logical Reasoning, 5) History and the Social and Behavioral Sciences, 6) The Humanities and Fine Arts, 7) Human Diversity, 8) Global Perspective, 9) Ethical and Civic Responsibility, and 10) People and the Environment. The program requires eight credits of Anatomy and Physiology, providing a foundational understanding of the human body necessary for the understanding of health, disease, healing, and health promotion. Chemistry comprises knowledge of the complex molecular interactions taking place in the body and supports their ability to navigate the concept-based curriculum. Microbiology is required to provide a greater understanding of disease transmission and prevention. Nurses perform complex mathematical calculations in the provision of safe medication administration requiring a college-level math course. Developmental Psychology (sometimes called Lifespan Psychology) is required so students have basic understanding of developmental assessment, recognition of normal developmental patterns in patients across the lifespan, identify deviations from normal development, and understand psychosocial issues arising from developmental challenges. College Writing I content helps to develop students’ writing skills, a fundamental requirement for practicing nurses who must be skilled in both oral and written communication. Ethics is required to prepare the student to recognize and effectively analyze the myriad ethical issues confronting today’s healthcare environment. In addition to the required courses, four additional elective general education credits are required.

During the curriculum approval and change process, all courses and programs are reviewed by the Academic Affairs and Standards Council (AASC). This institutional committee includes representation from all program areas including general education. During this time content is reviewed.
and flow from general (or liberal) education courses to major/programs of study is completed to eliminate duplication. Enhancement of this process is ongoing at Northwest Technical College.

**Key Element 4.5**

*The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.*

The student learning outcomes and course objectives include cultural, ethnic, and socially diverse concepts. Students complete an online Cultural Health course sponsored by Health and Human Services [https://ccnm.thinkculturalhealth.hhs.gov/](https://ccnm.thinkculturalhealth.hhs.gov/) and upon completion receive a certificate in the Leadership course. Essential cultural differences are presented as part of the physical and psychosocial assessment across the curriculum. When discussing disease etiology, ethnic differences are identified and social issues impacting access to healthcare are discussed. Clinical assignments such as case studies and critical thinking questions on the chronic disease comparison assignment are other examples of how concepts of diversity are incorporated into the curriculum. On the exit survey, students are asked if the curriculum includes culturally, ethnically and socially diverse concepts, and more than 90% agree or strongly agree that it does over the last three years. In addition, it is one of the standards reviewed in the curriculum assessment process.

**Key Element 4.6**

*The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.*

The curriculum was developed and reflects educational theory, interprofessional collaboration, research, and current standards of practice. As outlined in key element 4.2 the AD curriculum was developed collaboratively by nursing faculty members during a retreat. Interprofessional collaboration begins when students take general education courses to support the nursing content, continues in the nursing theory courses, and is actualized during the clinical experiences. Research and current standards of practice are reflected in the curriculum review process. Furthermore, addressing cultural, ethnic, and social diversity topics in the curriculum and instructional processes are reviewed in the Curriculum Assessment Process described in key element 4.3. This standard is evaluated during the Faculty Course Survey completed on every course then reviewed and summarized by the Curriculum Committee annually (Appendices H, I, and J). The curriculum is a concept-based curriculum and an instructional approach that “flips” the classroom has been implemented. Students are expected to prepare prior to class and assignments are required that hold them accountable. Lecture is minimized to provide a more interactive, discussion-based atmosphere. This is consistent with current best-practice educational theory. The course objectives utilize Bloom’s taxonomy to indicate increasing levels of complexity as the program progresses. The advisory board annual fall survey and spring meetings provide opportunity for inter-
professional collaboration on curricular issues. Simulation is used to enhance curriculum with multi-disciplinary roles of the health care team.

**Key Element 4.7**

*Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the student learning outcomes.*

Evaluation methods are varied and effectively measure the course objectives as indicated on the AD Curriculum Table 9: Course, Objectives, Outcomes, Methods, Assignments. Specific Outcome Assignments were identified to evaluate achievement of the Student Learning Outcomes for the first and second year AD students. Refer to Table 9: The AD Nursing Program Professional Standards ....Student Learning Outcomes, for evidence of professional standards and competencies used in the development of the Outcome Assignments. Students are required to meet program and course outcomes stated in the program. The evaluation rubric tools used help ensure students are meeting the rigorous standards of the nursing program. Some examples of the evaluation tools include but are not limited to, written multiple choice tests, in-class quizzes, related clinical activities, case studies, student project/presentations, and clinical and lab observations and evaluation tools, standardized testing with ATI, and concept maps. ATI practice and proctored assessment test/quizzes are utilized throughout the curriculum. ATI assessment test/quizzes are 180 questions in length and echo NCLEX type questions, providing students with testing integrity, rigor, and currency. Evaluation methodologies are reviewed in the Curriculum Assessment Process described in key element 4.3. This standard is considered as part of the Faculty Course Survey completed on every course and reviewed and summarized by the Curriculum Committee annually (Appendices G, H, I, and J).

**Key Element 4.8**

*The length of time and the credit hours required for program completion are congruent with the attainment of identified student learning outcomes and program outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.*

Nationally Associate Degree nursing programs range from under 60 to over 100 credits. In December 2011, the State of Minnesota granted a waiver exempting Associate Degree nursing programs from the 60 credit cap on Associate of Science degrees based on evidence from the state’s Nursing Directors’ group indicating the need for sufficient credits to meet the student learning outcomes. The NTC Associate Degree program has transitioned from an LPN-RN mobility program to a two year generic program with a step-in option for licensed practical nurses wishing to advance to a registered nursing degree. The change in the number of credits better reflects national norm and student requests (64 credits, 2 years). The AD nursing program is a four semester, 64 credit program consisting of 30 general education credits and 34 nursing credits that is sufficient to meet the student learning outcomes and program outcomes and is consistent with the policies of the governing organization, state and national standards, and best practices.
Under the semester system, one credit of theory is equivalent to 16 hours of class time over the course of the 16 week semester. Thus there is a 1:1 relationship between the credit value of a theory class and the number of classroom hours per week. One credit of lab or clinical is equivalent to two hours of class time per week for a total of 32 hours or a 1:2 relationship. The MSCF contract specifically identifies the lab classes as being a ratio for credit to hours as 1:2. The curriculum has been approved by the Academic Affairs and Standards Council (AASC) of the governing organization (Northwest Technical College) and by MnSCU, the state organization governing public post-secondary educational institutions in Minnesota.

Key Element 4.9

*Practice learning environments support the achievement of student learning outcomes and program outcomes.*

Learning environments are evaluated by faculty via the course evaluation and faculty resource survey. All courses are evaluated and reported out to the Curriculum Committee the semester following completion of the course (see sample Curriculum Committee minutes - [http://www.bemidjistate.edu/academics/schools/nursing/committees/](http://www.bemidjistate.edu/academics/schools/nursing/committees/)). The Faculty Survey is administered annually in February and results are analyzed by the Academic Resource Committee and Curriculum Committee during the March and April meetings, the last survey was completed and analyzed in spring 2013 and the committees determined that the survey did not need to be repeated in 2014 as changes were being implemented and the 2015 survey would be more helpful for the next assessment of resources.

Graduates of the program complete an exit survey to evaluate multiple aspects of the programs. Two items relate to the practice learning environment: 1) The Nursing Lab has sufficient equipment and resources for enhancing my clinical skills, and 2) The clinical sites provided adequate patient care learning opportunities (See Table 10).

<table>
<thead>
<tr>
<th>Table 10: Graduate Satisfaction with Clinical/Lab Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Exit Survey Questions</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>The Nursing Lab has sufficient equipment and resources for enhancing my clinical skills</td>
</tr>
<tr>
<td>The clinical sites provided adequate patient care learning opportunities</td>
</tr>
</tbody>
</table>
Key Element 4.10

*Students participate in clinical experiences that are evidence-based and reflect contemporary practice and nationally established patient health and safety goals.*

Students participate in clinical practice environments that utilize evidence-based practice, reflect contemporary practice and nationally established patient health and safety goals. All healthcare facilities utilized (Sanford Health, Bemidji; St. Joseph’s Area Health Services, Park Rapids; Perham Health, Perham) maintain Joint Commission accreditation. Both Perham and Park Rapids are accredited as critical access hospitals. All facilities engage in rich continuous quality improvement programs and are engaged in Transforming Care at the Bedside activities. Simulation Lab comprises the second portion of learner’s clinical experience and will be addressed in the resources section of this report. Students are engaged in several nationally normed ATI Live Clinical Scenarios® which provide unique, consistent clinical experiences. The scenarios evaluate student clinical reasoning skills and provide the learner with immediate feedback. Scenarios address medical-surgical, maternal-newborn, and psychosocial issues in a comprehensive format.

Key Element 4.11

*Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.*

The Bemidji School of Nursing maintains current contracts with all facilities utilized. Written contracts either utilize the standard MnSCU contract format or are negotiated from the facility’s standard format with the State’s Attorney General and the dean of the Bemidji School of Nursing (Table 11).
<table>
<thead>
<tr>
<th>Facility Name</th>
<th>Type of Facility</th>
<th>Contract Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Home Care</td>
<td>Home Care (AD Program)</td>
<td>08/2013</td>
</tr>
<tr>
<td>Community Behavior Health</td>
<td>MN State Health Facility (AD Program)</td>
<td>01/11/19</td>
</tr>
<tr>
<td>Grand Itasca</td>
<td>Hospital (AD Program)</td>
<td>08/2013</td>
</tr>
<tr>
<td>Elder Care of Bemidji</td>
<td>(PN Program): Havenwood Care Center, long term care Cedar Cottage, assisted living Tamarack Court, assisted living</td>
<td>01/31/2018</td>
</tr>
<tr>
<td>Essentia Clinic</td>
<td>Infusion Center (AD Program)</td>
<td></td>
</tr>
<tr>
<td>Heritage Living Center</td>
<td>Long term Care/Chronic Disease Facility (AD Program)</td>
<td></td>
</tr>
<tr>
<td>Hope House</td>
<td>Dependency Treatment Facility (AD Program) Community treatment options, Mental Health</td>
<td>08/31/2017</td>
</tr>
<tr>
<td>Keisler House</td>
<td>Drug Counseling (AD Program)</td>
<td>08/2013</td>
</tr>
<tr>
<td>Perham Health</td>
<td>Hospital (AD Program) Departments for clinical experience: Med/Surgical unit, Home care, Operating room, Same Day surgery and ED</td>
<td>04/30/2017</td>
</tr>
<tr>
<td>Sanford Health</td>
<td>Medical Center Hospital: (AD and PN programs) Departments for clinical experience: Cardiac cath lab, ED, Obstetrics, Nursery, Acute rehabilitation unit, wound care, Telemetry, Imaging, Orthopedics, Dialysis, and Physical Therapy, Respiratory Therapy Senior Behavioral Health – (AD and PN programs) Clinic: (PN program) practicum experience in urology, family practice, internal medicine, OB/GYN, wound care, pain management, pediatrics, and orthopedics. Long-term care: (AD and PN program) AD: First year clinical experience focused on complex disease management and sub-acute care/rehabilitation PN: Medication management, chronic care</td>
<td>05/31/2017</td>
</tr>
<tr>
<td>St. Joseph’s Area Health Services</td>
<td>Hospital, Home Care, Hospice (AP Programs) Departments: ED, Medical/Surgical unit, Obstetrics</td>
<td>08/31/2016</td>
</tr>
<tr>
<td>Stille Havn Hus</td>
<td>Long-term Psychiatric Care (AD Programs)</td>
<td>09/26/2016</td>
</tr>
</tbody>
</table>

Key Element 4.12

*Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.*

Online/distance and on-site students are provided with the same learning activities, instructional materials, and evaluation methods as on-site students to meet the student learning outcomes. Quality Matters rubric was used to develop online courses. The LMS utilized to present instructional material, communication, and evaluative methods is D2L. All instructional content is available in D2L in an outline and a PowerPoint™ format. An active discussion board is maintained to provide student-student and student-faculty communication. The news area is used to communicate important messages to students. Examinations and quizzes are administered through D2L in a proctored environment for all learners. Online/ distance learners provide evidence of an approved proctor prior to testing or utilize...
Software Secure©, an online proctoring service that uses the student’s webcam to proctor exams remotely from the student’s location.

**Standard 5: Resources**

*Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes of the nursing education unit.*

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes of the nursing programs. Comprehensive ongoing assessment of resources is conducted systematically by the Bemidji School of Nursing dean and Academic Resource Committee.

**Key Element 5.1**

*Fiscal resources are sustainable, sufficient to ensure the achievement of the student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.*

Fiscal resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes, and commensurate with the resources of Northwest Technical College. A review of the department operational budget takes place biannually (October and March) with the Resource Committee co-chairs, the program director and the School of Nursing dean to assess past needs and projected future needs. Current balances and available funds are identified. Differential tuition is charged per credit and some courses have associated fees (labs and end courses- ATI fees, http://www.ntcmn.edu/become_learner/tuition_fees/). Resources are currently negotiated by the nursing dean with the organizational vice president and are adequate to meet program needs.

**Table 12: Overall Revenue/Expense Program Data**

<table>
<thead>
<tr>
<th></th>
<th>FYE</th>
<th>State Appropriation</th>
<th>Tuition</th>
<th>Course Fees</th>
<th>Total Revenue</th>
<th>Salaries &amp; Benefits</th>
<th>Non-Salary</th>
<th>Indirect Costs</th>
<th>Total Expenses</th>
<th>Revenue over Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Assistant</td>
<td>12.50</td>
<td>39,590</td>
<td>64,875</td>
<td>35</td>
<td>104,500</td>
<td>116,550</td>
<td>2,233</td>
<td>19,463</td>
<td>138,246</td>
<td>(33,746)</td>
</tr>
<tr>
<td>Nursing ASRN</td>
<td>75.97</td>
<td>168,817</td>
<td>435,951</td>
<td>2,789</td>
<td>607,557</td>
<td>533,085</td>
<td>39,714</td>
<td>130,785</td>
<td>703,584</td>
<td>(96,027)</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>57.33</td>
<td>264,753</td>
<td>320,328</td>
<td>3,150</td>
<td>588,231</td>
<td>495,682</td>
<td>5,768</td>
<td>96,098</td>
<td>597,549</td>
<td>(9,318)</td>
</tr>
<tr>
<td>School of Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>78,796</td>
<td>8,323</td>
<td></td>
<td>87,119</td>
<td>(87,119)</td>
</tr>
<tr>
<td>Totals</td>
<td>145.80</td>
<td>473,160</td>
<td>821,154</td>
<td>5,974</td>
<td>1,300,288</td>
<td>1,224,113</td>
<td>56,038</td>
<td>246,346</td>
<td>1,526,497</td>
<td>(226,209)</td>
</tr>
<tr>
<td>&quot;Similar&quot; Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>28.52</td>
<td>90,106</td>
<td>158,268</td>
<td>22,655</td>
<td>271,029</td>
<td>240,157</td>
<td>26,817</td>
<td>47,480</td>
<td>314,454</td>
<td>(43,425)</td>
</tr>
<tr>
<td>Medical Child Development</td>
<td>22.30</td>
<td>42,723</td>
<td>115,737</td>
<td>-</td>
<td>158,460</td>
<td>110,430</td>
<td>1,915</td>
<td>34,721</td>
<td>147,066</td>
<td>11,394</td>
</tr>
</tbody>
</table>

44
Table 13: Five Year Summary of Allocation Not Including Equipment and Supplies (funds for equipment and supplies are issued from differential tuition and fee accounts)

<table>
<thead>
<tr>
<th>Program</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing ASRN</td>
<td>26,000</td>
<td>23,600</td>
<td>15,000</td>
<td>15000</td>
<td>15,000</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>16,000</td>
<td>10,000</td>
<td>20,000</td>
<td>22500</td>
<td>25,000</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>35,000</td>
<td>22,750</td>
<td>35,500</td>
<td>36300</td>
<td>35,000</td>
</tr>
<tr>
<td>Admin Support-Medical</td>
<td>500</td>
<td>1,000</td>
<td>1,000</td>
<td>2000</td>
<td>3,000</td>
</tr>
<tr>
<td>Child Development</td>
<td>3,000</td>
<td>2,750</td>
<td>3,500</td>
<td>2500</td>
<td>2,500</td>
</tr>
</tbody>
</table>

Key Element 5.2

Physical resources are sufficient to ensure the achievement of the nursing education unit outcomes, and meet the needs of the faculty, staff, and students.

Physical resources are sufficient to ensure the achievement of the nursing education unit outcomes, and meet the needs of the faculty, staff and students. The Academic Resources Committee reviews faculty requests for physical resources and approves needs based on priorities. Requests have been granted in the last two years when needed. Physical resources are summarized below with explication of simulation laboratories, classrooms, offices, clinical facilities, and student lounge and mail options. Northwest Technical College in collaboration with Bemidji State University has partnered as a Bemidji School of Nursing (http://www.bemidjistate.edu/academics/schools/nursing/) to form a combined Academic Resources Committee. This committee includes equal faculty representation from both the technical college and the university faculty with utilization of a co-chairperson approach with one chair from NTC and one from BSU. This committee utilizes the following bylaws to drive the committee efforts (http://www.bemidjistate.edu/academics/schools/nursing/bylaws/):

**Article VI. Section 3.**

Academic Resources Committee shall determine student resource needs, faculty and support staff resource needs, program administration needs as well as resource and space utilization, i.e. space, equipment, library, software, laboratory, and clinical facilities.

The Committee shall:

A. Guide and assist both students and faculty in the development and use of educational resource materials which will support the objectives of the curriculum.

B. Periodically review library and educational materials and make recommendations for changes, priorities, and improvements.

C. Review resources policies and procedures and make recommendations.

D. Review space and make recommendations.

E. Review practicum needs and resources and make recommendations.

F. Review and revise the resources sections of the Departmental Resource Manual on an annual basis.
**Simulation Laboratories** (Appendix K, Simulation/Lab Equipment and Materials).

The nursing programs at NTC share a 7,270 square-foot nursing laboratory with Bemidji State University, which holds 11 hospital bed units and nine exam room units. The laboratory has four rooms that can record simultaneously. The lab includes a ceiling-mounted patient lift/transfer system utilized by all programs. There is an additional laboratory used for simulation/clinical that is 1,930 square feet and has room for nine beds. This lab is equipped with a centralized, mobile nurse’s station. The adjacent space also serves as an isolated video validation and return-demonstration area. All the nursing labs are equipped with beds, low-fidelity mannequins and other necessary equipment such as wall suction and oxygen for teaching nursing skills. The schedule is managed by the lab coordinator so space is utilized and available for all lab experiences. The lab schedule accommodates open labs where students are encouraged and welcomed to practice and gain competence in lab skills. The faculty identifies and adopts laboratory textbooks that are a fit with the program outcomes. The digital resource ATI and textbooks are the portable classroom and laboratory resources for case studies, animations and companion internet-resources to assist the student in developing laboratory skills and critical thinking.

The programs utilize a variety of high and low-fidelity simulation equipment including, but not limited to, Mega-Code Kelly and Kid, Noelle and Newborn Annie, IV computer simulators, EZ-dose medication dispensing system, and various patient care simulators and task trainers. Currently, a high-fidelity mannequin, SimMan and his full complement of simulation equipment, is located in an additional 1,340 square-foot laboratory designated solely for clinical simulation. This space is utilized on a regular basis for various simulation and laboratory activities (see Appendix K).

**Classrooms**

The nursing program utilizes various classrooms across the campus to provide face-to-face instruction and each are equipped with LCD projectors and audiovisual equipment and adequate seating to accommodate 30-45 students. The primary classrooms utilized on campus include BMD 261, BMD 314, BMD 315, BMD 317, BMD 328, Bridgeman 201, Bensen 352, and Bensen 205. Room assignments are established based upon the number of students enrolled in the particular course. A portable video recorder is available for lecture capture technology. Internet connection via wireless as well as hardwire connection in addition to power supply is available at each student seat. Seating is arranged theater style with chairs for easy relocation and reverse seating for group work.

**Offices**

The program director has private office space in a location in the faculty office suite. Two conference rooms are available on campus by reservation in addition to the possibility of reserving available classroom space for private meetings based upon availability. Faculty office space presently
includes an office for each faculty member. Each faculty office is private, with three nursing conference rooms, and the expanded lab space (from 1,930 to 7,270 sf).

Illustration 2: Faculty Office Layout

Clinical Facilities (See Table 11 for List of Partner Health Facilities for all Northwest Technical College Programs).

Evaluation Tool for Clinicals

Facilities/Clinical Mentor will be asked to evaluate student performance and faculty performance, including:

- Student performance in line with expectations of the facility, facility policy, staff, and nursing student performance standard
- Faculty performance in line with expectations of the facility, facility policy, staff, and nursing performance standard
- Students’ level of preparation in demonstrating facility equipment
- Student demonstration of safe and effective care, critical thinking, effective communication, and team nursing.

Student evaluation of facility will include:

- Facility performance in demonstrating nursing standard of care
- Facility availability for student rotations
- Facility demonstrating academic partnership
- Facility clinical mentor demonstrating professional standards of care in patient interaction
• Facility clinic mentor demonstrating collegial partnership
• Facility clinical mentor demonstrating active mentoring of nursing students appropriate for program level.

**Clinical Facilities**

Health facilities that are partners with the Associate Degree nursing program are listed below. Table 1 lists all partner agencies for Northwest Technical College nursing programs.

**Sanford Health,** of Northern Minnesota, inclusive of Sanford Bemidji, has more than 1,450 employees, 75 doctors and 118 acute care beds and is part of the Sanford Health system based in Fargo, ND and Sioux Falls, SD. Sanford is the largest, rural, not-for-profit healthcare system in the nation with a presence in 111 communities in eight states (http://www.sanfordhealth.org/). This healthcare organization includes: **Sanford Clinic,** Sanford Bemidji Hospital, Senior Behavioral Health Unit, **Neilon Place,** Home Care/Hospice, Dialysis, Emergency Room, Intensive Care Unit, Acute Medical Surgery Floor, Obstetrics and Pediatrics, Imaging, Cardiovascular Services. **Community Behavioral Health Hospital,** psychiatric hospital in Bemidji, MN, with 16 beds.

**St. Joseph’s Area Health Services,** Joint Commission accredited 25-bed critical access hospital located in Park Rapids, MN, with a 24-hour Emergency Department and Level 4 Trauma Center (http://www.sjahs.org/). Catholic Health Initiatives, St. Joseph’s sponsoring partner, is a national nonprofit health organization located in Denver, CO.

**Essentia Clinic,** Park Rapids, is a regional medical clinic attached to St. Joseph’s Area Health Services with a full time infusion center. Currently the AD program utilizes the infusion center only.

**ElderCare** of Bemidji consists of four communities, the PN program uses three: Havenwood, Tamarack, and Cedar Cottage (http://www.eldercarebemidji.com/havenwoodhome.html). These communities offer a variety of care services for senior living, along with compassionate, caring environments to meet resident needs.

**Heritage Living Center** is an 86 bed skilled long-term care and chronic care facility with short-term rehab services available in Park Rapids.

**Still Havn Haus** is a 16-bed adult foster care facility for people with serious and persistent mental illness. Located about a mile from downtown Walker, MN, on 23 acres of land with woods, a pond and nearly nine acres of open lawn (http://stillehavnhus.com/). Most of the residents have co-occurring medical and/or chemical abuse disorders.

**Perham Health** is an integrated health system headquartered in Perham, MN. They are a regional provider of quality healthcare focusing on patient- and family-centered care (http://www.pmhh.com/). Perham Health is associated with Sanford Fargo. This includes: surgery, family birth center, therapy and rehabilitations services.
Student and Faculty Resources

Lounge spaces are available for students near the classrooms and laboratory. The faculty members have a lounge in the nursing suite. Cafeteria and vending machine services are available year around on site of nursing laboratory and classrooms. During evening and weekend courses, students and faculty can bring their dinner (refrigeration is available in the lab), use the vending machines or go off campus to several nearby restaurants.

Key Element 5.3
Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students. Northwest Technical College in collaboration with Bemidji State University has partnered as a Bemidji School of Nursing (http://www.bemidjistate.edu/academics/schools/nursing/) to form a combined Academic Resources Committee. This committee includes equal faculty representation from both the technical college and the university faculty with utilization of a co-chairperson approach with one chair from NTC and one from BSU. This committee utilizes the following bylaws to drive the committee efforts (http://www.bemidjistate.edu/academics/schools/nursing/bylaws/):

Article VI. Section 3.

Academic Resources Committee shall determine student resource needs, faculty and support staff resource needs, program administration needs as well as resource and space utilization, i.e. space, equipment, library, software, laboratory, and clinical facilities.

The Committee shall:

G. Guide and assist both students and faculty in the development and use of educational resource materials which will support the objectives of the curriculum.

H. Periodically review library and educational materials and make recommendations for changes, priorities, and improvements.

I. Review resources policies and procedures and make recommendations.

J. Review space and make recommendations.

K. Review practicum needs and resources and make recommendations.

L. Review and revise the resources sections of the Departmental Resource Manual on an annual basis.

The Committee has identified three faculty specialist roles where faculty from both campuses focus on individual efforts for identification, exploration, and thoughtful consideration of resources specific to the specialist area to be brought forward to the monthly committee meetings for committee review and recommendation from a school of nursing perspective. The identified faculty specialist roles
include Library/Student Resources Specialist, Technology Specialist, and Clinical/Lab Coordination and Resources Specialist. Resource requests are submitted to this committee by all NTC and BSU nursing faculty and are then explored by the particular specialists as needed when further information is needed in order for the committee to make a recommendation to the dean of the Bemidji School of Nursing for approval/denial of the resource request. In addition, each faculty specialist seeks new ideas or developments to identify new opportunities for the School of Nursing for advancement in the particular specialist area. Two examples of the committee’s efforts in the area of the Technology Specialist include that of identification, exploration, and committee discussion of the use and purchase of School of Nursing contracts for all enrolled nursing students for Unbound Medicine’s “Nursing Central” and Panopto © for lecture capture. The technology specialist faculty brought forward the necessary information to the committee to result in a recommendation for purchase of these resources, and then worked with each of these companies to establish orientation for use of the products/services for both campus based and online students, as well as faculty. Both of these technology resources are currently being utilized by both NTC and BSU and the committee will formally evaluate these resources at the end of the academic year to determine their effectiveness.

Library Resources

The Northwest Technical College Learning Enrichment Center has over 1,062 nursing titles of books, 176 DVD, and 41 VHS for learner use. Our nursing students have access to over 100,000 journal titles in our online subscription databases for peer reviewed article access. There are over 12,000 titles of e-books that can be read online or printed off. Student learners and the public have access to 11 computers and several network connections for laptops. All students may access the library’s online databases with their MyNTC login. If an online student wishes to check out materials from our library, they may email the campus librarian or use the interlibrary loan system that is available online. All NTC students have access to Bemidji State University A.C. Clark Library campus based resources. Students with a BSU ID card may also access the BSU online databases. All students have access to the interlibrary loan system and may access materials from any MnSCU college or university. Library resources are available at http://www.ntcmn.edu/academics/library/.

The campus library staff provides presentations on all available library services including demonstrations of accessing and navigating the databases and resources. This demonstration is a part of the PNSG 1100 Foundations course. All campus and online students have access to pre-recorded tutorials available within the campus library website. The link provided above (http://www.ntcmn.edu/academics/library/) is an example of a pre-recorded tutorial created by the library staff. The NTC Learning Enrichment Center also provides exam proctoring for students in online courses and campus students needing to test outside of class time. The Nursing Department has additional
supplemental learning resources available in the *Learning Enrichment Center* including various videos, interactive CD-ROMs, and written materials which are utilized across the curriculum.

NTC provides a college success mentor, Bonner Karger, for all campus and online students to assist with the following support services: (including but not limited to) logging into MyNTC, logging into and navigation of D2L and email, online registration, and ordering books online. Additionally, the college success mentor coordinates success workshops for students and faculty throughout the semester.

**Learning Services**

The Learning Services director coordinates tutoring services which are open to all students, campus and online, at no charge. Individual tutors are available on campus to assist in areas including, but not limited to, English (comprehension and writing), mathematics, chemistry, and biology courses. These tutors can also help with individual organizational and study skills. In addition, the College also encourages use of an online tutoring service called Smarthinking, which provides tutoring specific for nursing students in the following topics: mathematics (basic math through calculus, including bilingual math), biology, Intro Human A & P, chemistry, organic chemistry, statistics, and writing. Tutoring is available on a variable schedule 24 hours a day, seven days a week. With Smarthinking students can connect with an e-structor and interact with a live tutor, submit writing for any class to the Online Writing Lab, or submit a question and receive a reply from a tutor.

One master’s prepared nursing faculty member is assigned to be available for students two hours per week to discuss test-taking skills, tutor for current courses, and support student success. This option is available for on-site and distance/online students. Each semester the programs identify students who are currently demonstrating successful course progression and have an interest in serving as peer tutors. These students are paid to be available for individual or small group tutoring in nursing content. In addition, peer tutoring by BSU upper-level nursing students is available to all campus and distance/online students during a variety of hours each week across the semester.

The Learning Services director at NTC coordinates services for students with a documented disability or for students for whom English is a second or additional language. The Learning Services director works with these students to set up a personal education plan and/or an accommodation plan. The Learning Services director works closely with faculty to support the classroom delivery of the accommodations necessary for individual students ([http://www.ntcmn.edu/current_learners/support_services/](http://www.ntcmn.edu/current_learners/support_services/)).

Faculty and ongoing access to peer tutor support is an area of priority that has been identified by the SON Academic Resources Committee as well as by the Student Admissions Progressions and Concerns Committee. Both committees in partnership with the dean of the Bemidji School of Nursing are working to establish partnered approaches for tutoring services for both NTC and BSU nursing students.
Library Resources accessible to those with alternate methods of delivery:

As mentioned above, students who are enrolled in distance / online courses are provided with alternative delivery methods for library resources including email and telephone access to the campus librarian, Learning Services director and college success mentor. Each of these individuals is available for access during scheduled on campus visits for laboratory and clinical courses. Recorded “lecture/demonstration capture” avenues are available and service is provided by the library staff. Online tutor support is available for all students within Desire2Learn (course delivery system) via SmartThinking. Peer nursing tutor access on campus is available for all students and avenues for access at a distance via Skype and/or WebEx are currently being explored with plans for implementation Spring 2013.

Computer Resources for faculty and students:

The students in all nursing programs are required to have a laptop and working knowledge of Microsoft Office applications. All courses utilize D2L as a Learning/Information Management System (LMS/IMS). In addition, courses may utilize the software applications such as Articulate, PowerPoint with voice-over, Panopto ©, or WebEx to enhance access to the course content and faculty support. The nursing classrooms have state-of-the-art audiovisual equipment. All classrooms at NTC and BSU are wireless. Faculty members are able to connect a laptop computer to the audiovisual equipment to provide enhanced lectures using PowerPoint presentations and web learning. The classroom technology provides CD/DVD/Video presentation. The programs also have a mobile Smartboard that can be moved between classrooms and the labs. The programs provide computers at each of the units in the large nursing lab. Students utilize these computers for various lab and charting activities, or when technology issues arise with their own laptops. Additional computer access can be found in the college’s two computer labs and two open computer kiosk areas, as well as computers in the library.

All nursing program exams are administered online using D2L and a secured browser program. Campus exams take place in the classroom with direct faculty supervision. Students needing to test outside of class time have their exams proctored in the Learning Enrichment Center. Students with a documented learning accommodation plan test with the Learning Services director if appropriate to their individualized plan.

Technology support for faculty and students:

NTC has full-time helpdesk computer support available to all students (http://www.ntcmn.edu/its/). Campus and online / distance students can access these services for guidance and troubleshooting in person, by phone, or by email. Support is provided for D2L use, accessing campus email, and system e-services. For course or content specific help, the computer helpdesk facilitates student communication directly with faculty.
The Helpdesk also provides support for faculty in the use of specialized equipment, software use, or training updates as needed. Faculty members also have access to peer faculty support from an experienced online educator who has contract release to provide support in the use of D2L or course delivery.

**Computer Software:**

- MS office, Nursing Central, Cardiac Monitoring Software, Fetal Monitoring Software, Voicethread, Noelle simulation software and SimMan NLN scenarios. Technology requirements are listed at: [http://www.ntcmn.edu/academics/technology_requirements/](http://www.ntcmn.edu/academics/technology_requirements/).

**If alternate methods of program delivery, what is the availability of technological support, equipment and software.**

As mentioned above, students who are enrolled in online courses are provided with alternative delivery methods for technology support including email and telephone access to the computer helpdesk in addition to having this resource available for access during scheduled on campus visits for laboratory and clinical courses. Recorded “lecture/demonstration capture” avenues are the technologies utilized for courses, the systems implemented include video recording, Panopto ©, WebEx, Articulate, and PowerPoint with voice-over. Distance Minnesota also provides ongoing support to distance students from an advising and facilitation perspective and does encourage all students who are new to online instruction to take the recommended “Online 101” course focusing on orientation to online learning and use of D2L as the online course management system.

**If multiple locations, describe equal accessibility to support and resources.**

Multiple locations are not used.
Standard 6: Outcomes

Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit.

Key Element 6.1

The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following:

- Student learning outcomes;
- Program outcomes;
- Role-specific graduate competencies; and
- The ACEN Standards.

The systematic plan of evaluation contains specific, measurable expected levels of achievement; frequency of assessment; appropriate assessment methods; and a minimum of three (3) years of data for each component within the plan.**

Development and Implementation of Systematic Evaluation Plan

The Systematic Evaluation Plan (Appendix L) was developed by the faculty with guidance from the director and dean. Committees were assigned standards to review and establish an evaluation plan, the groups/individuals identified as “Key/Responsible Personnel” report findings and establish a plan for implementation of changes based on findings. The Faculty Committee is charged with ensuring Standard 1 outcomes are addressed. The Academic Resources Committee addresses outcomes of Standards 2 and 5, the Curriculum Committee addresses outcomes for Standard 4, and the Student Admissions Progressions, and Concerns Committee focuses on Standards 3 and 6 for outcomes.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Academic Resources</th>
<th>Curriculum</th>
<th>Student Admissions Progressions and Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD 1 Mission and Administrative Capacity</td>
<td>STANDARD 2 Faculty and Staff</td>
<td>STANDARD 4 Curriculum</td>
<td>STANDARD 3 Students</td>
</tr>
<tr>
<td>The nursing education unit’s mission reflects the governing organization’s core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.</td>
<td>Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.</td>
<td>The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary healthcare environments.</td>
<td>Student policies, development, and services support the goals and outcomes of the nursing education unit.</td>
</tr>
<tr>
<td><strong>STANDARD 5 Resources</strong></td>
<td><strong>STANDARD 4 Curriculum</strong></td>
<td><strong>STANDARD 6 Outcomes</strong></td>
<td><strong>STANDARD 6 Outcomes</strong></td>
</tr>
<tr>
<td>Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.</td>
<td>The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary healthcare environments.</td>
<td>Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.</td>
<td><strong>STANDARD 6 Outcomes</strong></td>
</tr>
</tbody>
</table>
Systematic Evaluation Plan Addresses the Student Learning Outcomes, Program Outcomes, and ACEN Standards
See end of document.

Examples of Data Collection, Analyses
An example of a time when data collection, analyses, trending, and use for the assessment of student learning outcomes occurred when the Student Admissions Progressions and Concerns Committee reviewed the grievance and complaint process. After a semester of study, review of past grievances, consultation with the campus compliance officer, research on ‘due process’ and communication/documentation of decisions in a timely process; a process was established and posted online. The process, a form for students, committee meeting schedule, and committee minutes are now available for students, faculty, and all communities of interest. See examples at:
http://www.bemidjistate.edu/academics/schools/nursing/.
Appendix A  Nursing Director and Nursing Dean Job Descriptions

<table>
<thead>
<tr>
<th>Job Title:</th>
<th>Non-Administrative Nursing Program Director</th>
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</thead>
<tbody>
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</tr>
<tr>
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<td>Nursing</td>
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<tr>
<td>Bargaining Unit:</td>
<td>MSCF</td>
</tr>
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<tr>
<td>Position Type:</td>
<td></td>
</tr>
<tr>
<td>Supervisor:</td>
<td>Bemidji School of Nursing Dean</td>
</tr>
</tbody>
</table>

Job Description

Job Purpose:
Collaborate with the Bemidji School of Nursing Dean, administrative personnel, and program faculty to provide leadership, for the nursing assistant, practical nursing, and associate degree nursing programs.

1) State/National Involvement:
   - Attend and actively participate in the Association of Minnesota Nursing Program Directors (PN/AD Directors) meetings three times per year and ensure payment of dues

2) Accreditation Duties:
   - Support faculty credentialing
   - Responsible for compilation and submission of Candidacy Report and Self-Study

3) Maintain Program Communication/Meetings:
   - Promote the initiation and forward progress of faculty topic discussions
   - Facilitate and encourage ongoing conversation regarding issues affecting nursing education
   - Meet with Dean often to maintain communication and support for program directions

4) Advisory Committee
   - Ensure communication between all committee chairs regarding creation of meeting agendas
   - Participate directly or indirectly in all advisory committee processes
   - Review work plans for all three nursing committees
   - Promote forward movement toward Advisory Committee goals

Minimum Qualifications:
- Master’s degree in nursing
- Current MN Registered Nurse licensure
- Minimum of three years full time supervisory management experience
- Leadership and supervisory experience
- Excellent communication skills, ability to work with diverse constituencies
- Experience in academic program administration (campus and online delivery)

Reviewed By: ___________________________  Date: ________________
Approved By: ___________________________ Date: ________________
Last Updated By: ___________________________ Date/Time: ________________
OFFICE OF THE CHANCELLOR
MINNESOTA STATE COLLEGES AND UNIVERSITIES

POSITION DESCRIPTION

<table>
<thead>
<tr>
<th>ADMINISTRATIVE TITLE:</th>
<th>Dean, School of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF ADMINISTRATOR:</td>
<td>Jeanine E. Gangeness</td>
</tr>
<tr>
<td>RANGE ASSIGNMENT:</td>
<td>10</td>
</tr>
<tr>
<td>POSITION CONTROL NUMBER:</td>
<td></td>
</tr>
</tbody>
</table>

POSITION PURPOSE: The Dean of the School of Nursing provides overall leadership and administrative management to all faculty, staff and students in the School with two campuses. In addition, the Dean is responsible for national accreditation, curricular, and instructional program quality within the School, as well as, representing the School to internal and external constituencies.

Signature of Employee	Date

Signature of Supervisor	Date

CHARACTERISTIC DUTIES AND RESPONSIBILITIES:

- **Budget management:** Plan and monitor departmental budgets on two campuses; allocate monetary resources.
- **Performance evaluation and development of employees:** Review all development/performance materials submitted by faculty in relationship to renewal, tenure, promotion and annual review; make written comments and recommendations; meet with each employee; update files.
- **Committee and task force meetings:** Represent the School and/or University at various University and System committees; attend excluded manager meetings including Deans’ Council; President’s Cabinet; Excluded Manager’s and System Deans’ Meetings. Represent School at professional state and national and local (Bemidji State University and Northwest Technical College) meetings.
- **Curriculum review, development and assessment:** Lead faculty in curriculum development/revision. Review and recommend approval/disapproval of curriculum and program materials submitted; assess their adherence to accreditation requirements; plan and implement accreditation for undergraduate and graduate programs as mandated by the Commission on Collegiate Nursing Education (CCNE) and the National League from Nursing (NLN).
- **Approve/Disapprove employee and student activities/functions:** Approve/disapprove: course scheduling; course substitutions, grade changes, student overloads; faculty travel requests, campus absences, leaves of absence, faculty contracts; remodeling requests; assignment of offices on two campuses.
- **Employee/staff education and professional development:** Sponsor workshops, seminars and classes for employees in the School; personal development including attendance at professional meetings and workshops.
- **Systems management:** Assess and develop partnerships between institutional offices to facilitate efficiencies. Specifically, with records, admissions, and student services offices.
- **Facilities management:** Problem solve with staff physical plant conditions, problems; plan remodeling, facilitate repairs (on two campuses).
- **Development:** Seek contributions of money and equipment from alumni, corporations, others—includes annual alumni newsletter, travel, meetings.
- **Recruitment:** Recruitment of students and faculty by working with faculty and employers, students, Admissions Office and the Affirmative Action Office; duties include letter writing, telephone calls, travel to recruitment fairs, Presidential Receptions, schools, speaking and interviews.
- **Grant solicitation and management:** Development of grants; management of funds.
- **Instruction:** Guest lecture in Undergraduate and/or Graduate courses.
- **Report writing:** Write reports as requested by Legislature, System, University, accrediting agencies (CCNE and ACEN), auditor, regulatory agency (Board of Nursing).
- **Public relations:** Development of promotional materials for academic programs; attend various receptions, speaking engagements.
- **Class scheduling:** Work with departments and other Departments/Colleges to develop class schedules on two campuses.
• **Planning:** Work with programs, other campus groups, and other external academic colleagues in the state in developing plans for improved staffing, budgets and quality.

• **Policy and Procedure Development:** Work with faculty, administration, university departments/colleges, and clinical agencies to develop policies and procedures to streamline student experiences.

• **Conflict resolution:** Conflict resolution and management between department on two campuses, faculty, and students; listen, assess, and attempt resolution of faculty and student grievances on two campuses.

• **Employee supervision:** Implement and enforce contractual requirements as defined in labor/management agreements, System and University personnel policies on two campuses.

• **Affirmative Action, Cultural Diversity, and Sexual Harassment:** Review hiring procedures as outlined in Affirmative Action regulations; work with faculty to implement cultural diversity goals in relation to faculty and students; refer faculty and students to Sexual Harassment Officer.

• **System optimization:** Review all systems within the School in search of ways to reduce internal barriers to quality improvement and enhanced productivity.

• **Manage and communicate information:** Develop databases, analyze data, and communicate information to department; programs on two campuses.

• **Clinical agreements:** Responsible for obtaining, monitoring and updating clinical agreements with over 75 clinical health agencies.

• **Advising:** On two campuses, advise students on course schedules, program requirements, referral to counseling, tutoring, other helpful academic programs.

---

**OFFICE OF THE CHANCELLOR**

**POSITION DESCRIPTION**

**NAME OF ADMINISTRATOR:** Jeanine E. Gangeness, PhD, RN

**REQUISITE AND QUALIFICATIONS:**

**Education:** Doctorate in Nursing preferred or healthcare discipline considered

**Professional Licensure/Certification:** Active RN Licensure

**Type and Length of Experience:** Professional administrative or leadership experience in higher education; university teaching experience in baccalaureate and/or higher degree programs in nursing required (minimum 3 years).

**Experience:** # of years 5.

**Other:** Experience with satellite campuses recommended.

**A. Knowledge, skills and abilities required to perform duties and responsibilities:**

1. Basic understanding of the various academic levels in the School of Nursing.

2. Understanding of the structure and interrelationships within Nursing curricula at Bemidji State University and Northwest Technical College to other departments within the University / College and at other educational institutions.

3. Directing the development and evaluation of Nursing programs and clinical sites for student learning.

4. Understanding of budget management and resource allocation.

5. Ability to evaluate scholarly activity by students and faculty.

6. Ability to secure extramural funding in the form of grants.

7. Ability to foster an effective learning environment for students.

8. Ability to understand the needs of employers as related to assessing needs, program development and continuous improvement.

9. Ability to make public presentations to groups on and off campus.

10. Ability to direct, coordinate, and administer program accreditation self-study reports and campus site visits by external reviewers.

11. Ability to coordinate between two institutions faculty, students, and other services (records, admissions, student support) and to establish efficiencies in process between institutions and across bargaining units.

12. Ability to develop policies and procedures that fit with facility, student, and faculty needs.

13. Ability to motivate and lead faculty, staff, and students in achieving academic quality.

14. Ability to work collegially with various on and off campus groups.

15. Ability to secure private contributions from alumni and private donors.

**B. Physical requirements:**

1. Ability to travel for one or more days throughout the United States.

2. Ability to speak.

**DIMENSIONS:**

**Budget Authority:** $ 1,882,786

**Clientele/Relationships:**

President, Vice Presidents, Deans, Faculty, Hospital/Clinic Administrators, Students, Parents, Staff

**REPORTABILITY:**
Position Assigned to Work: 12 months/year  X Full-time

SUPERVISION:
Direct Supervision:
# FTE Employees: 38.0
# FTE Graduate Student: 0.25
Supervisory Accountability:
# FTE Employees: 7.0
# FTE Students: 10.0
# Appendix B  Lab Personnel Job Descriptions

## Clinical Coordination

<table>
<thead>
<tr>
<th>Clinical Course Faculty</th>
<th>Clerical</th>
<th>Clinical Coordinator (Faculty member)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serves as a representative of the School of Nursing</td>
<td>Notification contact for central routing for clinical agencies</td>
<td>Serves as contact for nursing practice</td>
</tr>
<tr>
<td>Contact for direct practice of nursing</td>
<td>Communicates with facility partners regarding student requirements and ‘on-boarding requirement.</td>
<td>Initiates planning meetings for common faculty clinical pieces</td>
</tr>
<tr>
<td></td>
<td>Communicates with clinical site regarding process needs (badges, computer training and student status in terms of incoming and outgoing activities)</td>
<td>Maintains and protects the collaborative relationships with clinical sites, leadership, and personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Liaison for nursing practice to and from facility sites</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct site visits for clinical experiences as ongoing evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TCCP service - to maintain and have access to clinical sites</td>
</tr>
<tr>
<td><strong>Record Keeping</strong></td>
<td></td>
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</tr>
<tr>
<td>Coordinate student make-up time as needed</td>
<td>Maintains clinical course evaluations/surveys (background studies, immunization compliance, CPR certification, and confidentiality statements)</td>
<td>Determines the interpretation of the agency evaluations</td>
</tr>
<tr>
<td>Interpretation of course evaluations</td>
<td>Enters student names into schedule templates</td>
<td>Receives agency evaluation results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensures student assignments to departments are completed by faculty and communicated to sites</td>
</tr>
<tr>
<td><strong>Clinical Scheduling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Placement Plan – input of the clinical scheduling</td>
<td>Contact facilities/specialty areas to confirm student clinical dates and send copies of finalized schedules</td>
<td>Oversight of the correlation of scheduling relationship</td>
</tr>
<tr>
<td></td>
<td>Make schedule changes as directed</td>
<td>Maintains critical notification time frames between facilities and the college</td>
</tr>
<tr>
<td></td>
<td>Communications of schedule overlaps and irregularities to clinical coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring the clinical preceptor</td>
<td>Create/update orientation PowerPoint</td>
<td>Recruitment of clinical adjunct faculty (Director/Chair)</td>
</tr>
<tr>
<td>Design of the orientation vehicle</td>
<td>Arranges general clinical orientation with faculty/clinical coordinator for student program groups</td>
<td>Recruitment of the clinical preceptor and faculty process (Director/Chair)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oversight of the orientation vehicle for adjuncts and new clinical faculty – planning of the vehicle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource person for the clinical faculty appointment process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arranges for substitutes as needed for clinical faculty</td>
</tr>
<tr>
<td><strong>Disciplinary Actions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiates discipline action/Student Admission Progression Committee</td>
<td>Communicates student eligibility compliance to affected faculty and coordinator</td>
<td>Works with clinical instructors disciplinary process when applicable</td>
</tr>
<tr>
<td><strong>Clinical Student Orientation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication to assignment changes, grading rubrics, etc.</td>
<td>Inputs student information for clinical site access and training</td>
<td>Plans the student orientation and ensures integrity of orientation shells for faculty presentation</td>
</tr>
</tbody>
</table>
Preparation

- Identifies changes needed for orientation manual, course, and participates in planning alongside the coordinator
- Update clinical orientation PowerPoint
- Updates program handbooks to reflect policy changes as directed and communicates changes to students
- Arranges for student ID photos for clinical badges
- Planning of the clinical orientation and clinical progression
- Uses evidenced based practice to design policies and procedures to ensure quality clinical coordination

Recommendations:
Positions to include fall, spring and summer semesters.
Clerical position: 50% position. Required to have excellent communication skills in both oral and written language.
Clinical Coordinator: 50% time position; Faculty member from the School of Nursing.

Clerical Support for the Clinical Coordinator

<table>
<thead>
<tr>
<th>STATE OF MINNESOTA/NORTHWEST TECHNICAL COLLEGE</th>
<th>EMPLOYEE’S NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SANDRA L. THOLE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POSITION DESCRIPTION A</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE LAB ASSISTANT 2</td>
<td>nursing program technician/ lab assistant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASSIFICATION TITLE</th>
<th>WORKING TITLE (IF DIFFERENT)</th>
<th>POSITION CONTROL NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>637030</td>
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</tbody>
</table>

Jeanine Gangeness

<table>
<thead>
<tr>
<th>EMPLOYEE’S SIGNATURE (this position description accurately reflects my current job)</th>
<th>DATE</th>
</tr>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPERVISOR’S SIGNATURE (this position description reflects the employee’s current job)</th>
<th>DATE</th>
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</table>

POSITION PURPOSE
Provides assistance to the nursing assistant, practical nursing, and nursing programs.

REPORTABILITY
- Reports to: Dean of Academics, Program Director and Course Instructors
- Supervises: Program work study and general day to day lab and office activity in conjunction with the Director and Faculty.

DIMENSIONS
- Budget: $60,000 Equipment and Supplies
- Clientele: Current and prospective learners, faculty, staff, community members, area businesses and library/media personnel.

<table>
<thead>
<tr>
<th>POSITION DESCRIPTION B</th>
<th>EMPLOYEE’S NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SANDRA L. THOLE</td>
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<table>
<thead>
<tr>
<th>POSITION CONTROL #</th>
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<tbody>
<tr>
<td>637030</td>
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</table>

<table>
<thead>
<tr>
<th>RESP. NO.</th>
<th>PRINCIPAL RESPONSIBILITIES, TASKS AND PERFORMANCE INDICATORS</th>
<th>Priority</th>
<th>% of Time</th>
<th>Discretion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Coordinate the overall utilization of the laboratory among different health groups.</td>
<td>a</td>
<td>20</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Tasks:</td>
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</tr>
<tr>
<td></td>
<td>a) Perform inspection of lab equipment to ensure that it is fully operational and safe</td>
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<tr>
<td></td>
<td>b) Oversee security and integrity of laboratory and its contents</td>
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<tr>
<td></td>
<td>Regularly undergo routine inventory of laboratory supplies and equipment</td>
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<tr>
<td></td>
<td>Order supplies</td>
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</tbody>
</table>
- Complete Material Safety Data Sheets for various chemicals and/or supplies with course instructor
- Implement procedures which provide for the security of the lab and learners’ work
- Monitor learners’ use of equipment
- Establish safety procedures in the storage and transport of supplies
- Attend in-services and instructional training in the safe and proper operation or handling of equipment and supplies
- Order, receive, and process all incoming equipment and/or supplies to control location and distribution of such equipment and/or supplies to maintain safety within the laboratory setting
- Sustain accurate purchasing records, lab inventory, and reports related to learners, budget, clinicals, and lab
- Recommend budget needs
- Research various costs of equipment and/or supplies to ensure the most cost effective purchase
- Encourage and facilitate reuse of supplies among learners if safe and aseptic
- Properly package and dispose of bio-hazardous waste
  
c) Prepare laboratory setting for instructional session and/or test-outs; based on discussion with the course instructor:
  - Prepare or oversee the preparation of needed supplies
  - Maintain orderliness and cleanliness of all laboratory settings
  - Manages soiled linen pickup, clean linen delivery, orders linen to maintain inventory
  - Collect soiled linen utilized in the laboratory setting in preparation for the individual cleaning facility and later dispensing of the linen properly.
  - Arrange delivery of special equipment utilized for instructional use.

  
d) Coordinate visual reference material and maintain updated supply/reference catalogs.
  
e) Attend conferences or continuing education as approved by Director and/or Dean.

<table>
<thead>
<tr>
<th>2</th>
<th>Assist learners</th>
<th>A</th>
<th>B</th>
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</thead>
<tbody>
<tr>
<td>Tasks:</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>a) Participate in new student orientation and registration</td>
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<tr>
<td>b) Communicate with learners and faculty via email</td>
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</tr>
<tr>
<td>c) Oversee video validation labs:</td>
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</tr>
<tr>
<td>• Assure academic integrity is maintained by learners</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Monitor lab during unsupervised student practice</td>
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</tr>
<tr>
<td>• Provide equipment for student practice sessions when possible and faculty supervision not required.</td>
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<tr>
<td>• Instruct learners on proper use of digital video camera, mini DVD’s, tripod and microphone and recording procedure</td>
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</tr>
<tr>
<td>• Coordinate CLA’s or work study who oversee video validation labs</td>
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<tr>
<td>• Assures learners have signed testing policy</td>
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<tr>
<td>• Format and disc post-testing</td>
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<tr>
<td>• Issues disc to appropriate lab instructor</td>
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</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Coordinate the overall nursing program clerical office functioning for the efficient tracking of confidential learner information in accordance with clinical requirements, regulatory documents, and program documents.</th>
<th>A</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks:</td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>a) Tracking of learner records for clinical eligibility</td>
<td></td>
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<tr>
<td>• Maintains database and tracks required learner immunization records and health data consents (e.g., health information Consent to Disclose &amp; Statement of Understanding Release forms, Limited Clinical Availability form)</td>
<td></td>
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</tr>
<tr>
<td>• Maintains database and tracks mandatory criminal background check clearance</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Maintains database and tracks CPR certification</td>
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<td></td>
</tr>
<tr>
<td>• Maintains regulatory agency documentation</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Minnesota Department of Health document tracking for Nursing Assistant courses</td>
<td></td>
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</tr>
<tr>
<td>• Assists in preparation and organizing for regulatory agency site visits for program</td>
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</tbody>
</table>
approval and/or accreditation

c) Maintains program documentation
   • Uploads and revises documents on D2L
   • Prints and copies needed paperwork for NA classes Track all clinical site forms including (but not limited to) background checks, confidentiality forms, immunization forms….
   • Assists in preparation of clinical evaluation
   • Compiles program reports and other program assessment documents
   • Work with Academic Resource Committee to update program cost sheets
   • Assist the Clinical Coordinator in activities to ensure orderly onboarding of students to all clinical sites
     o Communicate with facilities regarding new policies, onboarding processes, and scheduling
     o Facilitate orientation of students and faculty at partner health facilities

  d) General office/clerical responsibilities
   • Answers phone calls and makes phone calls as needed
   • Responds to current and prospective learner emails
   • Maintains the department phone list for facilities, directors, adjuncts, substitute instructors, and faculty, etc.
   • Creates flyers/signage/posters/handouts as needed
   • Serves as the nursing program “point of contact” and handles questions or refers them to the appropriate office/person
   • Word processing: prepares and/or revises course and program documents as needed
   • Maintains advising file for existing learners with each conference/registration period
   • Works with admissions office for each new learner registration period
   • Creates forms and methods of organization
   • Maintains nursing advising files for campus and distance
   • Maintains our graduate records, sets up the filing system for all graduating classes
   • Loads and maintains our electronic learner lab evaluation documents
   • Advisory committee meeting minutes and mailing
   • Maintains notes and minutes for internal nursing committees
   • Generates needed lists each semester (advisor list, student mailbox list, Clinical Eligibility lists, comprehensive list of faculty class schedule/advising schedules)
   • Tracks graduation eligibility for Practicum learners: NCLEX practice testing requirements, survey completion, permanent address, placement forms, etc.
   • Revises program handbooks each semester if required

  4 Assist course instructor and program director.

  Tasks:
  a) Establish and revamp medication carts with new, up-to-date administration systems.
  b) Serve as a faculty assistant in determining lab resources.

  Performance Indicators:
  Reports any problems and seeks resolution for problems in a timely manner.

<table>
<thead>
<tr>
<th>POSITION DESCRIPTION</th>
<th>C</th>
<th>EMPLOYEE’S NAME</th>
<th>POSITION CONTROL NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SANDRA L. THOLE</td>
<td>637030</td>
</tr>
</tbody>
</table>

NATURE AND SCOPE (relationships; knowledge, skills and abilities; problem solving and creativity; and freedom to act.)

Relationship:
This incumbent interacts with internal as well as external customers in both written and verbal modalities. He/she communicates and interacts with administration, faculty, staff, and learners. He/she represents the Nursing Program while serving on committees within the college and various other specialty committees related to events associated with program. This incumbent must maintain positive working relationships with internal and external customers on the campus

Knowledge, Skills, and Abilities:
• Must possess a valid, current, Minnesota Practical Nurse or Registered Nurse licensure. Preference will be given to:
a) Those with an Associate of Applied Science Degree in Practical Nursing or higher educational degree.

b) Those with 3 + full-time years of current and diverse healthcare work experience including long term care, acute care, and home care.

c) Those with previous patient or clinical lab experience:
   - Up-to-date technical knowledge and proficiency is critical to assisting learners and course instructor in performance of job duties.
   - Up-to-date computer knowledge and proficiency is critical to assisting learners and course instructor in performance of job duties. This includes current working knowledge of (or willingness to learn) Word, Internet, Access, Excel, email, IMS platform, PowerPoint, LCD projectors.
   - Leadership and human relation skills are vital when working as a self-directed team member and in association with staff, faculty, and learners of Northwest Technical College.
   - The ability to manage time and maintain opportune schedules is essential to allowing the learner to achieve an optimum and varied learning experience.
   - Must have exemplary organizational skills capable of maintaining group cohesiveness and be able to read and understand memos, reports, policies, letters, or other literature in common and familiar language as well as technical/medical terminology.
   - Ability to write instructions and other documentation using common and/or technical language with terminology common to the medical field.
   - Ability to work without supervision, capability to deal with many interruptions during the work day, capacity to maintain strict confidentiality, and possess competent computer proficiency.
   - Aptitude to communicate verbally with learners of various educational, cultural, ethnic, and religious backgrounds is quintessential.
   - Must possess the tact and fluency necessary to communicate efficiently with the course instructor, program director, learners, and administrative staff to effectively address the issues conducive to learning.
   - The need to control behavior and emotions is imperative when interacting with a diverse group of personalities and demeanors.
   - Record keeping systems sufficient to maintain clerical records and to prepare routine reports.
   - Departmental policy and regulations sufficient to answer routine questions.
   - English, Business Terminology, and Medical Terminology, spelling and grammar sufficient to proofread materials and to insure the accuracy, completeness and acceptability of materials.

<table>
<thead>
<tr>
<th>POSITION DESCRIPTION</th>
<th>C</th>
<th>EMPLOYEE’S NAME</th>
<th>POSITION CONTROL NO.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SANDRA L. THOLE</td>
<td>637030</td>
</tr>
</tbody>
</table>

**NATURE AND SCOPE** (relationships; knowledge, skills and abilities; problem solving and creativity; and freedom to act.)

**Ability to:**
- Compute and tabulate with reasonable speed and accuracy using basic mathematics and/or formulas.
- Code and file material using an established indexing system.

**Problem Solving:**
The incumbent of this position is faced with problems that vary dramatically, requiring flexibility and creativity. Patrons pose a variety of questions and prioritizing customer needs is essential.

Policy and procedure manuals, individual judgment, human relations in-service, and advice from the course instructors, program director, and dean are used to solve the problems in the most effective and beneficial manner for all parties.

**Freedom to Act:**
The incumbent has the latitude to initiate, lead and follow through on all assigned duties and responsibilities. Existing policies and procedures dictate work activities. The incumbent has the freedom to effectively perform position responsibilities without direct supervision. When appropriate, issues and concerns are discussed and resolved with direct supervisor.
Appendix C Clinical Performance Evaluation Tool  
Clinical I Evaluation Tool (Level 1)

ADNG 1200 Clinical I (Level 1) AD Student: Clinical Performance Evaluation  
Student: __

(S= Satisfactory; U=Unsatisfactory; N= Needs Improvement)

<table>
<thead>
<tr>
<th>HUMAN FLOURISHING</th>
<th>Supporting evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge and skills learned in the program to uphold patients’ right of self-determination and promote holistic well-being of client and family.</td>
<td></td>
</tr>
<tr>
<td>• Uses therapeutic communication to establish rapport</td>
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</tr>
<tr>
<td>• Utilizes the therapeutic relationship in all aspects of delivery of care</td>
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</tr>
<tr>
<td>• Gathers comprehensive patient information utilizing a structured format</td>
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</tr>
<tr>
<td>• Documents essential patient information in written or electronic health records</td>
<td></td>
</tr>
<tr>
<td>• Identifies opportunities requiring education</td>
<td></td>
</tr>
<tr>
<td>• Provides patient-centered education as need arises at point of care</td>
<td></td>
</tr>
<tr>
<td>• Recognizes opportunities that support patient autonomy</td>
<td></td>
</tr>
<tr>
<td>• Discusses issues related to patient advocacy</td>
<td></td>
</tr>
<tr>
<td>• QSEN#1 Provide patient-centered care</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NURSING JUDGMENT</th>
<th>Supporting evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make judgments in practice, supported by evidence, that integrate nursing science in the provision of safe, quality care.</td>
<td></td>
</tr>
<tr>
<td>• Considers biological, psychological, social, spiritual, cultural, developmental, environmental, economic factors in the development of the plan of care plan</td>
<td></td>
</tr>
<tr>
<td>• Utilizes effective judgment to identify actual or potential client needs</td>
<td></td>
</tr>
<tr>
<td>• Utilizes rationale-based interventions in development of the plan of care</td>
<td></td>
</tr>
<tr>
<td>• Implements evidence-based interventions in a safe, efficient manner</td>
<td></td>
</tr>
<tr>
<td>• Utilizes developing clinical reasoning skills in the delivery of patient care</td>
<td></td>
</tr>
<tr>
<td>• Implementation interventions in safe, organized manner</td>
<td></td>
</tr>
<tr>
<td>• Provides rationale for decisions and actions</td>
<td></td>
</tr>
<tr>
<td>• Communicates significant patient information to the health care team in a timely manner</td>
<td></td>
</tr>
<tr>
<td>• Identifies opportunities for improving prioritization skills</td>
<td></td>
</tr>
<tr>
<td>• Participates in personal continuous quality improvement</td>
<td></td>
</tr>
<tr>
<td>• QSEN#2- Safety, Patient and Healthcare Provider</td>
<td></td>
</tr>
<tr>
<td>• QSEN#3- Informatics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL IDENTITY</th>
<th>Supporting evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement one's role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.</td>
<td></td>
</tr>
<tr>
<td>• Adheres to the Nurses Code of Ethics and the Patient’s bill of Rights, practicing within the legal and ethical scope of professional nursing</td>
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</tr>
<tr>
<td>• Recognizes factors influencing the professional image of nursing</td>
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</tr>
<tr>
<td>• Recognizes when to consult other members of the health care team</td>
<td></td>
</tr>
<tr>
<td>• Maintains appropriate professional boundaries</td>
<td></td>
</tr>
<tr>
<td>• Develops behaviors associated with professional leadership such as consistency, professional communication, assertiveness, and initiative</td>
<td></td>
</tr>
</tbody>
</table>
- Recognizes the influence of values on practice
- Delivers care in a manner that respects cultural, ethnic, and social diversity
- Respects patient autonomy, dignity, and rights throughout delivery of care
- Maintains patient confidentiality at all times
- Takes responsibility and actively participates in the learning process
- Participates in self-evaluation, demonstrating the ability to give and accept constructive feedback
- Reports errors promptly to instructor and participates in corrective action as needed
- Works effectively and cooperatively as a team member in the clinical setting
- QSEN#4 - Teamwork and Multi-disciplinary Collaboration

**SPIRIT OF INQUIRY**

<table>
<thead>
<tr>
<th>Supporting evidence:</th>
</tr>
</thead>
</table>

Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN, 2010).

- Questions the evidence that underlies clinical nursing practice
- Identifies and accesses learning resources to develop knowledge base
- Explores personal responses to change
- Recognizes personal strengths that facilitate adaptation to change
- Recognizes situations appropriate for delegation and identifies safety concerns within delegation activities
- Recognizes conflict in the clinical setting and discusses the impact of conflict on patient care outcomes
- Completes clinical preparation and care within existing policies and time frames
- Recognizes opportunities that challenge current skills and enlists assistance to become comfortable with the activities
- QSEN #5 - Quality Improvement
- QSEN #6 - Evidence based practice

Recommendations for Improvement:

Faculty Signature/Title _________________________________ Date ______________
Student Signature _____________________________________ Date ______________

**ADNG 2100 & 2200 Clinical II & III (Level 2):**

**Clinical Performance Evaluation**  
Student: ___  
(S= Satisfactory; U=Unsatisfactory; N= Needs Improvement)
<table>
<thead>
<tr>
<th>HUMAN FLOURISHING</th>
<th>Self-Evaluation (S-U-N)</th>
<th>Faculty Evaluation (S-U-N)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply knowledge and skills learned in the program to uphold patients’ right of self-determination and promote holistic well-being of client and family.</strong></td>
<td>Supporting Evidence</td>
<td></td>
</tr>
<tr>
<td>• Uses therapeutic communication to develop a therapeutic relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utilizes the therapeutic relationship to promote optimal health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Seeks out appropriate information in a sensitive manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Validates and clarifies information with available sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Documents comprehensive patient information completely, accurately, and concisely in a timely manner in written or electronic health record</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identifies educational priorities, determines objectives, provides client-centered education, and evaluates effectiveness of education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Delivers care in a manner that protects patient autonomy, dignity, and rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identifies situations requiring advocacy and collaborates to identify potential solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• QSEN#1 Provide patient-centered care</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NURSING JUDGMENT</strong></td>
<td>Supporting Evidence</td>
<td></td>
</tr>
<tr>
<td><strong>Make judgments in practice, supported by evidence, that integrate nursing science in the provision of safe, quality care.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Incorporates biological, psychological, social, spiritual, cultural, developmental, environmental and economic factors in the development of the plan of care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utilizes knowledge of nursing theory and supportive courses in the planning of care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utilizes effective judgment to address priority holistic client needs</td>
<td></td>
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</tr>
<tr>
<td>• Implements and/or delegates evidence-based interventions in a safe, efficient, resourceful manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assists patient/significant others in understanding the rationale for interventions provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utilizes clinical reasoning in all aspects of care delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Modifies care based on assessment findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Remains effective with assignment changes or additions in a variety of clinical environments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Prioritizes care activities appropriately to accomplish care in an effective, efficient manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participates in personal and organizational continuous quality improvement opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• QSEN#2- Safety, Patient and Healthcare Provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• QSEN#3- Informatics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONAL IDENTITY</strong></td>
<td>Supporting Evidence</td>
<td></td>
</tr>
<tr>
<td><strong>Implement one’s role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adheres to the Nurses Code of Ethics and the Patient’s bill of Rights, practicing within the legal and ethical scope of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Professional behavior promotes a positive image of nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses appropriate communication /chain of command to address concerns and consult with members of the healthcare team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Maintains appropriate professional boundaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Exhibits behaviors associated with professional leadership such as consistency, professional communication, assertiveness, and initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mitigates the influence of value conflicts in professional practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Respects patient as a human being without regard to illness, life choices or circumstances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Protects patient autonomy, dignity, and rights throughout delivery of care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Protects patient confidentiality both inside and outside the healthcare delivery system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Consults the appropriate member of the health care team in a timely manner with significant patient findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Takes the initiative and accepts responsibility for the learning process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Evaluates professional growth, incorporating feedback from mentors to continually improve practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provides constructive feedback in a manner that facilitates growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reports errors promptly and takes appropriate corrective action as a member of the team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Engages in teamwork as team player and team builder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- QSEN #4 - Teamwork and Multi-disciplinary Collaboration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SPIRIT OF INQUIRY**

Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN, 2010).

<table>
<thead>
<tr>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Examines the evidence that underlies clinical nursing practice</td>
</tr>
<tr>
<td>- Employs a widening knowledge base in care planning and team discussions</td>
</tr>
<tr>
<td>- Supports necessary change and actively participates in activities that facilitate change</td>
</tr>
<tr>
<td>- Ensures continuity of care and safety through delegation</td>
</tr>
<tr>
<td>- Supervises and oversees care delivery to ensure quality holistic care within context of student role</td>
</tr>
<tr>
<td>- Coordinates care based on the uniqueness of the patient in collaboration with team members</td>
</tr>
<tr>
<td>- Demonstrates ability to disagree diplomatically and objectively considers opposing opinions</td>
</tr>
<tr>
<td>- Examines alternate conflict management strategies, employing the most effective strategy for the given situation</td>
</tr>
<tr>
<td>- Utilizes self-evaluation and reflection to scrutinize own practice for opportunities for continual growth</td>
</tr>
<tr>
<td>- Utilizes constructive feedback to promote improved quality of care</td>
</tr>
<tr>
<td>- Examines the status quo for opportunities requiring individual or community action</td>
</tr>
<tr>
<td>- Generates questions that promote creative, innovative care approaches</td>
</tr>
<tr>
<td>- Derives meaning from the work of others and integrates this knowledge into clinical practice</td>
</tr>
<tr>
<td>- QSEN #5 - Quality Improvement</td>
</tr>
<tr>
<td>- QSEN #6 - Evidence based practice</td>
</tr>
</tbody>
</table>
Recommendations for Improvement:

Faculty Signature/Title _________________________________ Date ______________

Student Signature _____________________________________ Date ______________
### Assessment of Student Learning

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>AD NURSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division:</td>
<td>HUMAN AND PROTECTIVE SERVICES</td>
</tr>
<tr>
<td>Academic Award:</td>
<td>AS</td>
</tr>
<tr>
<td>Number of required credits:</td>
<td>64</td>
</tr>
<tr>
<td>Date Submit:</td>
<td>MM/DD/YYYY 01/06/14</td>
</tr>
<tr>
<td>Program Faculty</td>
<td>RUTH LANDT</td>
</tr>
<tr>
<td>Contact Person:</td>
<td>RUTH LANDT</td>
</tr>
<tr>
<td>Campus location(s):</td>
<td>Bemidji</td>
</tr>
<tr>
<td>Other Location Distance Minnesota</td>
<td></td>
</tr>
</tbody>
</table>

**Process:**

List all Student Learning Outcomes in the column.

List course name and credits across the top.

Using the matrix select the level of assessment for the student learning outcomes and courses which those student learning outcomes are assessed. More than likely there will be multiple courses aligned with the same student learning outcome.

I = Introduced, R = Reinforcement, M = Master. If an outcome is NOT assessed in a particular course, select x. Then for each post-program assessment administered for the program, also rate the assessed level of each outcome. Each program must include at least one comprehensive, direct post-program assessment. (NOTE: If the post-program assessment is a capstone course already rated previously, include the same ratings in the Post-Program column.) In the final column, rate the overall assessment emphasis for each outcome for the entire program, based on all identified course and post-program levels shown for that outcome. (NOTE: All aspects of the rubric must be true to select that level.)

**Rubrics: The faculty will work together to define**

I = Introduced – Outcome is introduced and assessed for the first time in a program. explained, modeled, assessment at low level, or

R = Reinforcement – Outcome is replicated, utilized, practiced, or built upon.

M = Mastery – Outcome is measured formally through direct or indirect measure or both.

X = Outcome not assessed in class.
**Student Learning Outcomes:**
Educational expectations specify the learning—knowledge, skills, competencies, abilities, performance, values, habits, behaviors, attitudes, and preferences—that students will possess upon completion of their educational experience.

**Levels of Assessment**

<table>
<thead>
<tr>
<th>I = Introduction</th>
<th>R = Reinforcement</th>
<th>M = Mastery</th>
</tr>
</thead>
</table>

### Course:
- OBRA1100 Nursing Ass't/HHA or HLTH1110 Nursing Assistant Cr. 3-4
- HPER2200 CPR/HPECare Provider Cr. 1
- BIO1221 Microbiology Cr. 3
- BIO1223 A&P II Cr. 3
- BIO1225 Advanced Physiology Cr. 2
- CHEM1100 Intro to Chemistry Cr. 3
- PSYC2201 Dev Psych Cr. 3
- ENGL1111 College Writing Cr. 3
- MATH1110 College Algebra OR MATH1930 Intro to Math Sc. Cr. 3
- PSYC2201 Ethics or PHIL2210 Bioethical Issues in Contemporary Cr. 3
- ADNG1000 Foundations Cr. 6
- ADNG1110 College Algebra OR MATH1190 Intro to Math Sc. Cr. 3
- ADNG1200 Clinical I Cr. 2
- ADNG1250 Leadership Cr.
- ADNG1300 Transition to Profession Cr. 5
- ADNG2200 Clinical II Cr. 3
- ADNG2250 Clinical III Cr. 4
- ADNG2251 Leadership Cr. 2

### Outcome: 1- Human flourishing - Apply knowledge and skills learned in the program to uphold patients' right of self-determination and promote holistic well-being of client and family.

| I | R | I | R | R | R | R | M | R | R |

### Outcome: 2- Nursing judgment - Make judgments in practice, supported by evidence, that integrate nursing science in the provision of safe, quality care.

| R | R | I | R | R | R | R | M | M | R |

### Outcome: 3- Professional identity - Implement one's role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.

| I | R | x | I | R | R | R | M | R | I |
Outcome: 4-Spirit of inquiry- Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN, 2010).
# APPENDIX E - Lab Evaluation Tool

## LEVEL I example

<table>
<thead>
<tr>
<th>SKILLS (ADNG 1000)</th>
<th>Hot/Cold Therapy (Group)</th>
<th>Spinal/Figure 8 Ace Wrap (Group)</th>
<th>Suture &amp; Staple Removal (Group)</th>
<th>Sterile Dressing Change, Wound Irrigator/Clipper</th>
<th>Integrated Physical Exam (Heart, lung, bowel, neuro, vitals, BSE/TSE, pulse ox)</th>
<th>Use of Ambu Bag (Group)</th>
<th>Foley catheter insertion/removal</th>
<th>Ostomy Care (Video Validation)</th>
<th>Suctioning</th>
</tr>
</thead>
</table>
<details>
| Faculty Initial/Date |                          |                                 |                                |                                               |                                 |                            |                 |                            |            |
</details>

### Assessment/Planning

Accurately perform presteps & approach with confidence

### Implementation

*Provide a safe care environment including infection control application

*Execute skill accurately in organized manner

### Communication

Provide psychological safety and health promotion through patient education

Observe, report, and document accurate information concisely

### Evaluation

Evaluate the effectiveness of nursing action

### STUDENT PROFESSIONALISM
Demonstrate professional appearance, language, and deportment throughout skill

<table>
<thead>
<tr>
<th>Skill Sub-Average:</th>
<th>P/F</th>
<th>P/F</th>
<th>P/F</th>
<th>#DIV/0!</th>
<th>#DIV/0!</th>
<th>PF</th>
<th>#DIV/0!</th>
<th>PF</th>
<th>#DIV/0!</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUNDATIONS - Total Average:</td>
<td>#DIV/0!</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**LEVEL 2 Example**

### ADVANCED SKILLS (ADNG 2050)

<table>
<thead>
<tr>
<th>Nasogastric Tubes (insertion, management, removal)</th>
<th>Portacath (accessing &amp; deaccessing)</th>
<th>Trach Care &amp; Suctioning</th>
<th>IV Therapy (insertion mgt, SL, conversion/removal, IV Push)</th>
<th>Infusions (TPN, Chemotherapy, Titrated Meds, Blood &amp; Blood Products)</th>
</tr>
</thead>
</table>
| Faculty Initial/Date

**Assessment/Planning**

Approaches with confidence and adapts pre-steps for specific skill

**Implementation**

* Creates a safe environment including infection control practices, positioning, & necessary patient education for safe skill performance

* Executes skill accurately with an economy of action and demonstrates the ability to integrate psychomotor and communication skills

**Communication**

Insures psychological safety and health promotion through age-appropriate patient education adapted for specific scenario
Selects priority information to report and document in a concise manner

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluates the effectiveness of nursing action performed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT PROFESSIONALISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates professional appearance, language, vocabulary, and deportment throughout execution of skill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Sub-Average:</th>
<th>#DIV/0!</th>
<th>#DIV/0!</th>
<th>#DIV/0!</th>
<th>#DIV/0!</th>
<th>#DIV/0!</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ADVANCED SKILLS - Total Average:</th>
<th>#DIV/0!</th>
</tr>
</thead>
</table>

---

**CLINICAL/LAB PERFORMANCE EVALUATION EXPLANATION**

Learner evaluation will be completed by the end of each semester for all clinical and lab courses. Clinical performance will be graded each day in all evaluation categories except on days or in categories where performance may not be measurable (e.g., observational rotations). Lab performance will be graded for each individual skills test out. The average of the grades entered over the course of the semester shall be interpreted as the grade for the clinical/lab performance. Note: An average of $\geq 2.0$ is required in area #3, effective care and infection control, in order to pass the clinical/lab course.

| 4.0 = A | Excellent, outstanding performance. Performance needs little to no prompting or correcting. Principles/concepts are consistently applied and/or adapted. |
| 3.0 = B | Very good, above average performance. Performance needs only occasional prompting or correcting. Principles/concepts are most often applied and/or adapted. |
| 2.0 = C | Satisfactory, average performance. Performance needs occasional prompting or correcting at acceptable levels which do not jeopardize patient safety. Principles/concepts are inconsistently applied and/or adapted. |
| 1.0 = D | Below satisfactory performance. Performance needs unacceptable levels of prompting or correcting which can jeopardize patient safety. Principles/concepts are not applied and/or adapted. |
| 0.0 = F | Failing, totally unacceptable performance. Performance is potentially unsafe due to poor clinical judgment. Safety principles/concepts are not applied to clinical work and/or hours of absence have exceeded the number allowed (refer to program handbook). |
| Incomplete = I | Incomplete grades must be formally requested by the learner one week in advance of the end of the course when a learner knows in advance they will not be able to complete the course in the scheduled time frame (refer to program handbook). |
Not applicable, or unable to measure. Does not calculate into grade.

<table>
<thead>
<tr>
<th>Conversions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 3.4 - 4.0 (94% - 100%)</td>
</tr>
<tr>
<td>B = 2.6 - 3.3 (86% - 93%)</td>
</tr>
<tr>
<td>C = 2.0 - 2.5 (80% - 85%)</td>
</tr>
<tr>
<td>D = 1.4 - 1.9 (74% - 79%)</td>
</tr>
<tr>
<td>F = ≤ 1.3 (≤ 73%)</td>
</tr>
<tr>
<td>I = Refer to College Handbook regarding Incomplete</td>
</tr>
</tbody>
</table>

**Please note:** There will be NO rounding up on any materials used for student evaluation including exams, assignments and final grades. 80% is the passing standard for evaluation across all Nursing courses. In addition, students must attain a "C" grade or better in any program-required course (including readiness courses, if needed, and general education electives).
Appendix F - AD Syllabi

School of Nursing
Northwest Technical College
Syllabus: ADNG 1000 Foundations 6 cr (3 Lecture-3 Lab)
Fall 2013

Contact Information
Instructors:
Lecture:
Name of instructor
Phone, email, fax information
Office hours
Preferred method of contact
*Please allow two business days for instructors to return email messages.

Times:
Lecture: Monday and Wednesdays 1:00-3:00pm Campus, Online through D2L Distance Education
Lab: Monday and Wednesdays 3:00-7:00pm Campus
8:00-4:00p, Fri-Mon 9/13-16, 10/11-14, & 11/15-18 Distance Education
***Lecture/lab does not meet every Monday and Wednesday, see course calendar for exact dates

Course Description:
This course introduces the fundamentals of nursing care and the interactive role of the Nurse. Physiological topics covered include; the nursing process, sleep/rest, integumentary system, oxygenation, elimination, infection control, safety, health assessment across the life-span, and other related skills. Psychological topics covered include: therapeutic and interpersonal communication. Nursing Profession topics include: EBP, diversity, confidentiality, patient education, professionalism, scope of practice and social media.

Pre-requisites: Admission to the program
Co-requisites: BIOL 2221, 2252, MATH 1110/1930, PSYC 2201

NTC Core Competencies addressed:
1-Effective communication/interaction skills include the development of active reading skills, clear and concise writing skills, active listening skills, and clear and well-organized speaking skills. Social interaction skills include personal awareness, diversity awareness, and teamwork. Mastery of these skills enables learners to better communicate in society and to acquire critical knowledge for understanding and working with others.
2-Critical thinking and active learning skills include the development of active reading, problem-solving, and critical thinking skills. Mastery of these skills prepares learners to effectively deal with the complexities and diversity in personal and work environments and to foster continued intellectual growth.
4-Technology includes the development of technology skills that enhance technological knowledge, application, and success within a chosen career field. Mastery of these skills provides understanding, appreciation, and application of technology in the workplace, enabling one to respond effectively to technological changes and advancements.

Student Learning Outcomes addressed in this course:
AD Program Student Learning Outcomes:
2- Nursing judgment- Make judgments in practice, supported by evidence, that integrate nursing science in the provision of safe, quality care.
3-Professional identity- Implement one’s role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.

4-Spirit of inquiry- Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN, 2010).

Course Objectives:
The student will:
1. Utilize effective interpersonal skills for interdisciplinary communication and the development of therapeutic relationships with a variety of clients.
2. Demonstrate accurate assessment of integumentary system
3. Identify nursing interventions that support adequate rest and sleep.
4. Assess and manage elimination needs.
5. Identify critical principles in the maintenance of infection control and safety.
6. Demonstrate physical assessment of key body systems (respiratory, cardiovascular, abdominal, and neurovascular) across the lifespan.
7. Utilize the nursing process throughout all phases of assessment, diagnosis, planning, intervention, and evaluation.
8. Develop an understanding of cultural sensitivity and the art of caring.
10. Develop an understanding of the ethical and legal issues regarding the professional role, scope of practice, and use of social media for nurses.
11. Identify the principles of evidence based practice and its role in the profession

Required texts*:
978-0-323-08383-6
978-0-323-08376-8
978-1-4160-6667-5
978-0-323-06580-1
978-0-323-06977-9
*All texts are purchased as an E-bundle from Elsevier using Pageburst

Teaching/Learning Methods:
1. Lecture
2. Demonstration
3. Videos
4. Critical thinking activity
5. Group work
6. Printed resources
7. Online resources
Grading Information
Course grade is determined by a combination of proctored exams, lab assignments, and ATI assessments.

40% Exams
5-30 point exams with lowest score dropped from calculation = 120 points
* Evidence Based Practice formal APA paper = 30 points
Medical Terminology Quiz = 17.5 points
167.5 points total

50% Lab assignment/performance
Functional Health Pattern on Lab Partner - 25 points
Nursing Process Case Studies group assignment - 10 points
Nursing Process Application Quiz - 15 points
Nursing Note - 5 points
Medical Terminology Packet - 10 points
*Video Validation of Physical Assessment - 25 points
Patient Education - 25 points
Pass/Fail Lab skills 1 point each x4 - 4 points
Graded Lab Performance 91 points
210 points total

10% ATI assessments
Fundamentals ATI Proctored Assessment - 42 points
Total Course Points = 419.5

*These are assignments that demonstrate outcome accomplishment and need to be uploaded to Taskstream

Evaluation Grading Standard:

100-94% A
93.99-86% B
85.99-80% C
79.99-74% D
>74% F

Course Expectations/Policies:

- You are subject to all college and program policies. Please refer to your NTC School of Nursing Program Handbook posted in D2L and the NTC College Handbook at http://www.ntcmn.edu/current_learners/learner_services/handbook_policies/pdfs/handbook13_14.pdf for department policies and procedures. You should always refer to these documents.

- Additional Course Policies: (at instructors’ discretion)

- Students with Special Needs Statement:
Upon request this document can be made available in alternate formats. Please contact the instructor (insert) or Sarah Plahn at Disabilities Services at (218) 333-6650. Please contact the Disability Services Office ONLY if you have a need for accommodations in this class. All other contact should be with your instructor. Students for whom English is a second language, who would like to receive ESL services, will need to meet with Sarah Plahn, Learning Services Director, to set up a Personal Education Plan. English as a Second Language services cannot be provided by the institution without having a current Personal Education Accommodation Plan with Learning Services.

- Schedule – See course calendar

Approved 10.4.2013
Guidelines and Grading Criteria (Rubrics) For Course Assignments/Practicums:
ADNG 1000- Foundations
Campus Lecture-Lab Schedule

**Instructors:**
**Lecture:** Sandy Johanning, RN, MSN & Vicki Roff, RN, MSN  
**Lab:** Sandy JohanningRN, MSN; Vicki Roff, RN, MSN; & Deb Thorson, RN, MSN

**Times:**
**Lecture:** Monday and Wednesdays 1:00-3:00pm  
**Lab:** Monday and Wednesdays 3:00-7:00pm  
***Lecture/lab does not meet every Monday and Wednesday, see schedule for exact dates

**Required Texts:**
978-0-323-08383-6  
978-0-323-08376-8  
978-1-4160-6667-5  
978-0-323-06580-1  
978-0-323-06977-9

**Course Grading:**
**Exams** 40%  
**Lab Performance** 50%  
**ATI Proctored Assessments** 10%
<table>
<thead>
<tr>
<th>Dates</th>
<th>ATI Learning Products</th>
<th>Objectives</th>
<th>Reading Assignment</th>
<th>Lab Skills Focus</th>
<th>ATI Assessments/Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26 SJ/VR</td>
<td>Nurse’s Touch:</td>
<td>9. Develop an understanding of the ethical and legal issues regarding the</td>
<td>Giddens-Prof Concepts</td>
<td>Evidence Based Paper</td>
<td>Self-Assessment</td>
</tr>
<tr>
<td>8/28 VR</td>
<td>Profession &amp; prof identity</td>
<td>professional role, scope of practice, and use of social media for nurses.</td>
<td>Ch. 35-38, 45, &amp;</td>
<td>E-Folio/Taskstream</td>
<td>Inventory 8/26</td>
</tr>
<tr>
<td>9/4 VR</td>
<td>Professional Nsg Practice</td>
<td>10. Identify the principles of evidence based practice and its role in</td>
<td>53</td>
<td></td>
<td>Critical Thinking:</td>
</tr>
<tr>
<td>9/9 VR</td>
<td>Professional Nursing behaviors</td>
<td>the profession of nursing.</td>
<td>Yoder-Wise-Ch.1</td>
<td></td>
<td>Entrance (Proctored)</td>
</tr>
<tr>
<td></td>
<td>Skills Modules:</td>
<td></td>
<td>Perry &amp; Potter-Ch. 1</td>
<td></td>
<td>8/28</td>
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<td></td>
<td>HIPPA</td>
<td></td>
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<td>Nurse Logic -Testing</td>
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<tr>
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<td>Nurse’s Logic:</td>
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<td>and Remediation</td>
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<td></td>
<td>Knowledge/Clinal</td>
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<td>As needed on own</td>
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<td></td>
<td>Judgment</td>
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<td>Exam 1: Unit 1</td>
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<tr>
<td></td>
<td>Nursing Concepts</td>
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<td>September 23</td>
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<td></td>
<td>Priority Setting</td>
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</table>

**Unit I: Professional Role - Vicki**

**Unit II: Basic Nursing Skills - All lecture-lab faculty**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Skills modules:</th>
<th>3. Assess and manage elimination needs.</th>
<th>Giddens-Ch.43 (Safety)</th>
<th>Infection Control</th>
<th>Dosage &amp; Calculation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26-9/25</td>
<td>Infection Control</td>
<td>4. Identify critical principles in the maintenance of infection control</td>
<td>Yoder-Wise-Ch.2 (Pt Safety)</td>
<td>Vital Signs, SaO2 Monitoring</td>
<td>Safe Dosage &amp; Medication</td>
</tr>
<tr>
<td></td>
<td>Ambulation-ROM</td>
<td>and safety.</td>
<td>Perry &amp; Potter-Ch.5 (V/S)</td>
<td>Oxygenation &amp; Suctioning</td>
<td>Administration 9/30</td>
</tr>
<tr>
<td></td>
<td>Enteral Tube Feedings- types, nutrition via syringe and pump, mgmt., &amp; formulas ONLY</td>
<td></td>
<td>7 (Medical Asepsis)</td>
<td>Wound Management – Hot/Cold, Ace, Sterile Drsg, Speciman Collection, Adv. Wound Products</td>
<td></td>
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<tr>
<td></td>
<td>Med Admin1-Dosage calculations ONLY</td>
<td></td>
<td>8 (Sterile technique)</td>
<td>Elimination – I&amp;O, foley, ostomy care</td>
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<td></td>
<td>Nutrition, feeding, eating- all EXCEPT therapeutic diets</td>
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<td>23 (O2)</td>
<td>Post-Mortem</td>
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<td></td>
<td>Ostomy Care</td>
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<td>24 (Chest physiotherapy)</td>
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<td>25 (Airway mgmt.)</td>
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<td>31 (Enteral nutrition)</td>
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</table>

The content in this unit will be tested in the lab setting through lab quizzes, skill demonstration, and video validations.
<table>
<thead>
<tr>
<th>Unit III: - Communication: Professional &amp; Therapeutic- Sandy</th>
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<tbody>
<tr>
<td>9/11 Sj 9/23 SJ 9/25 SJ 9/30 SJ</td>
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<thead>
<tr>
<th>Unit IV: Nursing Process- Sandy</th>
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</thead>
<tbody>
<tr>
<td>10/2 SJ 10/7 SJ 10/9 SJ</td>
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</table>
of assessment, diagnosis, planning, intervention, and evaluation.

### Unit V: Physical Assessment - Sandy & Vicki

<table>
<thead>
<tr>
<th>Date</th>
<th>Skills Modules:</th>
<th>Giddens- Ch.1-6, 26 Lewis, et.al.- Ch. 10,21,23,26,32, 36,39,56 Perry &amp; Potter-Ch.6,15</th>
<th>Nurse’s Logic:</th>
<th>Patient Education</th>
<th>Exam 3: Unit 5, Part 1</th>
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</thead>
<tbody>
<tr>
<td>10/21 VR</td>
<td>Head to toe</td>
<td>Head to toe</td>
<td>Head to toe</td>
<td>Head to toe</td>
<td>November 4</td>
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<tr>
<td>10/23 VR</td>
<td>Pain Mgmt</td>
<td>Skin</td>
<td>Skin</td>
<td>Respiratory</td>
<td>Exam 4: Unit 5, Part 2</td>
</tr>
<tr>
<td>10/28 VR</td>
<td>Physical Asst (Adult &amp; Child)</td>
<td>Respiratory</td>
<td>Respiratory</td>
<td>Cardiovascular</td>
<td>December 2</td>
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<tr>
<td>Cardiovas</td>
<td>Nurse’s Logic:</td>
<td>Cardiacvascular</td>
<td>Cardiacvascular</td>
<td>Rhythm strips</td>
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<tr>
<td>10/30 VR</td>
<td>Airway, breathing, and circulation</td>
<td>Rhythm strips</td>
<td>Rhythm strips</td>
<td>Neuro</td>
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<tr>
<td>Strips</td>
<td>Safety and risk reduction</td>
<td>Abdominal/GI</td>
<td>Abdominal/GI</td>
<td>Abdominal/GI</td>
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<td>11/4 SJ</td>
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<td>11/6 SJ</td>
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<td>11/13 SJ</td>
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<td>11/25 SJ O2</td>
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### Unit VI: Health Promotion - Vicki

<table>
<thead>
<tr>
<th>Date</th>
<th>Nurse’s Touch:</th>
<th>Giddens- Ch. 39,40, Lewis, et.al.- Ch. 4</th>
<th>Nurse’s Logic:</th>
<th>Patient Education</th>
<th>Exam 5: Unit 6</th>
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<tbody>
<tr>
<td>12/2 VR</td>
<td>Client education</td>
<td>Patient Education</td>
<td>Patient Education</td>
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<td>12/4 VR</td>
<td>Skills Modules:</td>
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<tr>
<td>12/9 VR</td>
<td>Nutrition, fdg, eating-Therapeutic diets ONLY</td>
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<td>12/11 VR</td>
<td>Nurses Logic:</td>
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<tr>
<td>12/16 SJ/V</td>
<td>Health Education</td>
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- **Fundamentals Final**
  - 11/25
  - **Exam 3:** Unit 5, Part 1
- **Exam 4:** Unit 5, Part 2
- **December 2**
<table>
<thead>
<tr>
<th>Lab Date</th>
<th>ATI Modules-Lab/Prep</th>
<th>Lab Activities</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Aug. 26</td>
<td>Skills Module</td>
<td>Discuss Lab Assignments</td>
<td>8/26</td>
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<td>Inventory Lab Pack</td>
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<td>E-Folio &amp; Taskstream</td>
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<td>ATI- Critical Thinking</td>
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<td>HIPPA</td>
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<td>Nurse’s Touch:</td>
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<td>Professional &amp; prof identity</td>
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<td>Professional Nsg Practice</td>
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<td>Professional Nursing behaviors</td>
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<td>Nurse’s Logic:</td>
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<td></td>
<td>Knowledge/Clinical Judgment</td>
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<td>Nursing Concepts</td>
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<td>Priority Setting</td>
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<td>Aug. 28</td>
<td>Skills Module</td>
<td>Demo and practice donning and removal of sterile gloves.</td>
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<td>Demo and practice sizing</td>
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<td>Vital Signs, SaO2 Monitoring</td>
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<td>Review and demo application and removal of PPE (mask, eye shield, gown, gloves and bagging</td>
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<td>Demo and practice hand-washing using glo-germ and blue light</td>
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<td>Demo and practice hearing and visual acuity</td>
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<td>Review peripheral pulse locations &amp; use of Doppler; Begin collecting 10 sets of vital sign/sao2 and record</td>
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<td>Demo and practice adult and infant Ht, Wt, BMI, infant vital signs/length/weight and head size</td>
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<td>Demo hot applications (aqua K dry/moist, chemical packs gel, compresses. Soaks heat lamp, infant warmer, Bear hugger, etc).</td>
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<td>Demo cold applications (Ice bag, collars, gel packs, chemical soaks, tepid sponge baths, cooling blanket, etc).</td>
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<td>Demo and review TEDS (measuring long and short), SCDs, binders (Abd, T, Y and scultetus binders), and slings</td>
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<td>Demo and practice using spiral, recurrent, and figure 8 ace wraps</td>
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<td>Group test out on Ace Wraps</td>
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<td>Demo only post-op bed unit POS post op</td>
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<td>Sept. 4</td>
<td>Skills Module</td>
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<td>Ambulation-ROM</td>
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<td>Surgical Asepsis</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
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<tr>
<td>Sept. 9</td>
<td>Skills Module: Wound Care</td>
<td>Care including cardiac monitor, discuss CPM machine placement&lt;br&gt;• Demo only surgical shave prep and surgical hand scrub&lt;br&gt;• Demo suture staple removal with steri-strip application (test-out Sept. 11)&lt;br&gt;• Demo non-sterile dressing changes, tape and advanced wound products</td>
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<tr>
<td>Sept. 11</td>
<td>Skills Module: Wound Care</td>
<td>Demo dressing products and common uses of each (tape varieties, gauze, mesh tube gauze, steri-strips, tega-derm, etc.).&lt;br&gt;• Demo suture staple removal with steri-strip application (test-out Sept. 11)&lt;br&gt;• Demo non-sterile dressing changes, tape and advanced wound products</td>
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<tr>
<td>Sept. 23</td>
<td>Nurse’s Logic: Clinical Priority Setting Frameworks</td>
<td>Demo wound measuring, irrigation, culturing, and packing with wet-to-dry dressing (discuss iodoform products&lt;br&gt;• Demo sterile technique: open sterile packs, sterile fields, sterile supplies, transfer forceps, and poring liquids&lt;br&gt;• Demo JP, hemovac drains, emptying and discontinuing. Discuss penrose drains (advancing and pinning) demo sterile dressing change with drain site care&lt;br&gt;• Test-out Suture/staple removal with steri-strip application including pre/post steps&lt;br&gt;• Video validation hot/cold application due today including pre/post steps, video room will be available during lab&lt;br&gt;• Practice sterile dressing change and packing while waiting to test</td>
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</tr>
<tr>
<td>Sept. 25</td>
<td>Nurse’s Touch: All of Professional Communication (except client education)</td>
<td>Guided practice with sterile dressing change&lt;br&gt;• Test-out sterile dressing, measuring, culturing and packing</td>
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<tr>
<td>Sept. 30</td>
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<td>Role play SBAR with partner&lt;br&gt;• Complete SBAR forms&lt;br&gt;• Practice Electronic communication</td>
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<tr>
<td>Oct. 2</td>
<td>Nurse’s Logic: Knowledge &amp; Clinical Judgment (Long module- good foundation)</td>
<td>Practice charting&lt;br&gt;• Medical Terminology module&lt;br&gt;• Conflict management exercises &amp; discussion</td>
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<tr>
<td>Oct. 7</td>
<td>Half the group will go with Vicki to practice Vision/Hearing screening and Half will work on</td>
<td>Vision and hearing screening. Vicki to arrange&lt;br&gt;• Practice Nursing Process through case studies</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>Oct. 9</td>
<td>Half the group will go with Vicki to practice Vision/Hearing screening</td>
<td>Vision and hearing screening. Vicki to arrange</td>
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<td>and Half will work on Nursing Process in the Lab</td>
<td>Practice Nursing Process through case studies</td>
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<td>Demo various forms of nursing documentation</td>
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<td>Submit nursing note to dropbox</td>
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<td>Complete Nursing Process Lab Quiz</td>
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<td>Oct. 21</td>
<td>Skills Modules:</td>
<td>Head to Toe primary appraisal; secondary appraisal</td>
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<tr>
<td></td>
<td>• Physical Asst (Adult &amp; Child)</td>
<td>Assessment of the integumentary system</td>
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<td>• Pain management</td>
<td>Assessment of pain and documentation</td>
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<tr>
<td>Oct. 23</td>
<td>Nurse’s Logic:</td>
<td>Demo and Practice Respiratory Assessment</td>
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<td>• Airway, breathing, and circulation Safety and risk reduction</td>
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<tr>
<td>Oct. 28</td>
<td></td>
<td>Demo and practice cardio-vascular assessment</td>
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<tr>
<td>Oct. 30</td>
<td></td>
<td>Demo and practice reading cardiac rhythm strips</td>
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<tr>
<td>Nov. 4</td>
<td></td>
<td>Demo and practice neurological assessment</td>
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<tr>
<td>Nov. 6</td>
<td></td>
<td>Demo and practice Abdominal/GI assessment</td>
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<td>Nov. 13</td>
<td></td>
<td>Video Validation of physical assessment</td>
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<tr>
<td>Nov. 25</td>
<td>Skills modules:</td>
<td>Demo various types of feeding tube and equipment</td>
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<td></td>
<td>• Nutrition, feeding, eating- all EXCEPT therapeutic diets</td>
<td>Demonstrate how to manage tube feedings</td>
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<td>• Enteral tube feedings- types, nutrition via syringe &amp; pump, management, and formulas</td>
<td>Practice tube feeding calculations</td>
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<tr>
<td>Nov. 25</td>
<td>Skills Module</td>
<td>Airways (selecting type, size &amp; placement of oral and nasal); assisting with ET tube placement; use of pocket masks and the Ambu bag.</td>
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<td></td>
<td>• Oxygen Therapy</td>
<td>Group Testing Ambu bag</td>
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<td></td>
<td>• Specimen Collection</td>
<td>Oxygen Delivery Methods/Safety (wall, tank, concentrator, and liquid) and Delivery Devices (NC, simple mask, non-</td>
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<tr>
<td>Dec. 2</td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Activities</td>
<td>Test-Out Dates</td>
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<tr>
<td>Dec. 4</td>
<td><strong>Skills Module</strong></td>
<td>- Intake and Output&lt;br&gt;- Demo catheter insertion &amp; removal, Discuss differences between male/female catheterization technique (Test out Dec. 9)&lt;br&gt;- Demo specimen collection (midstream urine, urine from foley, female minicaths)&lt;br&gt;- Demo occult blood testing, stool specs, urine dipstick testing, throat cultures and sputum samples&lt;br&gt;- Test-out on suctioning</td>
<td>Test out Suctioning 12/4&lt;br&gt;Test out Suctioning 12/4</td>
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<tr>
<td>Dec. 9</td>
<td><strong>Skills Module</strong></td>
<td>- Guided practice with Foley insertion&lt;br&gt;- Demo ostomy care, Irrigation for the bed-bound and ambulatory patient, appliance change.&lt;br&gt;- Practice ostomy care while waiting to test (video validation due Dec. 11)&lt;br&gt;- Test-out on Foley cath insertion and removal</td>
<td>Test out Foley 12/9&lt;br&gt;Test out Foley 12/9</td>
</tr>
<tr>
<td>Dec. 11</td>
<td><strong>Nurse’s Touch:</strong>&lt;br&gt;Client education Skills Module:&lt;br&gt;Nutrition, feeding, eating- Therapeutic diets ONLY&lt;br&gt;Nurse’s Logic:&lt;br&gt;Health Education</td>
<td>- Role play Patient education&lt;br&gt;- Develop patient education plan based on assessment and summary of findings &amp; submit to drop box&lt;br&gt;- Test-out Ostomy care</td>
<td>12/11&lt;br&gt;Patient Education Plan 12/11</td>
</tr>
<tr>
<td>Dec. 16</td>
<td></td>
<td>- Wrap up</td>
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</table>
Conducting a Health History and Organizing Data According to Gordon’s FHP

*There is limited time for this lab. This activity may need to be completed independently outside of class time.

1. **Find a lab partner.** One person will be the nurse and one person will be the patient and then you will switch roles.
   - **Patient:** You should mentally develop a persona you will play. Choose gender (usually easier to be your own gender), age, cultural background, medical & psychosocial history. Some students find it easier to do this if they use the identity of a patient they know or have taken care of or a relative they know. If you are taking on the identity of a “real person”, please do not use their name or any other identifying data that would compromise their privacy.
   - **Nurse:** You will conduct a health history using the forms provided or downloaded from D2L.

2. **Complete the interview** and fill in all the data you collected in the appropriate area of the Functional Health Pattern template provided in D2L.

3. **Summarize:** Upon completion of data collection, provide a comprehensive, holistic Summary, located below the FHP template, summarizing all the significant data about your client in a narrative format. Be sure to include both strengths as well as opportunities for health improvement and health concerns.

4. **Write a Nursing Progress note** using one of the formats located in your Skills text (PIE, SOAP, DAR, etc) on ONE of the health concerns noted above.

5. **Submit:** Each student will submit ONE copy of Gordon’s Functional Health Pattern they completed on their partner with a summary of significant data identified overall in their assessment and a sample progress note.

---

**HEALTH HISTORY BY FUNCTIONAL HEALTH PATTERN**

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>Client Profile:</td>
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<tr>
<td>2</td>
<td>Developmental History:</td>
</tr>
<tr>
<td>3</td>
<td>Health Perception-Management Pattern:</td>
</tr>
<tr>
<td>4</td>
<td>Nutritional-Metabolic Pattern:</td>
</tr>
<tr>
<td>5</td>
<td>Elimination Pattern:</td>
</tr>
</tbody>
</table>

Your Name _______________________________________
Lab Partner’s Name ________________________________
Brief Summary of who she/he was playing:

Your Score __________ (25 points possible)
<p>| | |</p>
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<tbody>
<tr>
<td>6</td>
<td>Activity-Exercise Pattern:</td>
</tr>
<tr>
<td>7</td>
<td>Sexuality-Reproduction Pattern:</td>
</tr>
<tr>
<td>8</td>
<td>Sleep-Rest Pattern:</td>
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<td>9</td>
<td>Sensory-Perceptual Pattern:</td>
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<tr>
<td>10</td>
<td>Cognitive Pattern:</td>
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<tr>
<td>11</td>
<td>Role-Relationship Pattern:</td>
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<tr>
<td>12</td>
<td>Self-Perception-Self-Concept Pattern:</td>
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<tr>
<td>13</td>
<td>Coping-Stress Tolerance Pattern:</td>
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<tr>
<td>14</td>
<td>Value-Belief Pattern:</td>
</tr>
</tbody>
</table>

**Summary:** Provide a narrative, holistic summary of significant health concerns, opportunities for health improvement, and client strengths. Summary should address psychosocial as well as physical concerns.

**Document:** Use one of the methods summarized on Table 4-4 of *Clinical Nursing Skills & Techniques*

Upon completion, submit to dropbox in D2L
ADNG 1000 Foundations

Physical Assessment Video Validation Learner Guidelines

Describe assessment findings verbally as you go and make sure both you and the client can be seen by the camera—have client seated appropriately in video room. You may use chairs &/or examination table.

- Your client will be your peer partner
- He/she should wear a close-fitting sleeveless top and loose fitting pants or shorts to facilitate examination without having to undress
- Remember that this is a test-out; you are expected to appear and behave in a professional manner
- You may use a 3x5 card with reminders to carry in your pocket; you may refer to the card briefly if you lose track of where you are in your assessment, it is not to be read during the examination
- You should ask the client questions like “does this hurt” or “do you feel this” but don’t drift into health history questions
- Remember that you are assessing the physical characteristics of the client; you are not offering medical diagnoses
- If the findings are without abnormality you may say “no tenderness” or “no murmurs heard” rather than just saying “normal”—that way your instructor knows you can identify significant negatives. You must verbalize expected findings for the condition provided in your scenario.
- Time limit of 20 minutes for the assessment

Presteps

- Assemble supplies
  - Lab coat with nametag
  - Stethoscope
  - Penlight
  - Watch with second hand
  - Reflex hammer, cotton balls, cotton-tipped applicators, tuning fork, and objects for stereognosis will be provided in video room
- Greet client
- Introduce yourself
- Describe the examination scenario you are going to demonstrate
- Make sure your client is comfortable on examination table and visible to the camera
- Explain to the client what you are going to be doing as you proceed

Neurological Assessment

- General appearance:
  - Observe gait, posture, coordination and symmetry of movement, symmetry of facial features. Note hygiene, dress, behavior, level of orientation, speech patterns.
- Assess Cerebral Function:
  - Choose ONE of the following methods: Perform serial 7’s (if unable, may perform serial 3’s); ask them to provide “change”; ask them to describe the meaning of a proverb
  - State that you are observing ability to perform above tests while noting logic of answers, ability to communicate, and noting the presence or absence of agnosia
- Assess eyes:
  - Note pupil size, reaction to light, and accommodation. State how this is documented
  - Check cardinal fields of gaze
- Check visual field

- Examine Motor function:
  - Test muscle strength and symmetry in upper and lower extremities
  - Check for pronator drift
  - Check lower extremities with heel to shin test OR draw figure 8 with foot
  - Ask client to walk heel to toe forward and backward
  - Perform Romberg’s test

- Cerebellar function:
  - Ask client to walk heel to toe, stand on toes and heels
  - Romberg test
  - Finger to nose test
  - Finger to nose to examiner’s hand test

- Deep tendon reflexes—rate 0 – 4+ on each side. Elicit at least two of the following:
  - Biceps
  - Triceps
  - Brachioradialis
  - Patellar
  - Achilles

- plantar reflex (Babinski)

- Clonus

- Assess Sensory system:
  - Sensation
  - Proprioception
  - Either Graphesthesia or Stereognosis

- Perform one of the following advanced techniques for meningeal irritation:
  - Brudzinski’s sign
  - Kernig’s sign

**Respiratory**

- Throughout examination, state the expected findings for the client’s condition
- Inspect thorax noting shape, costal angle, use of accessory muscles, and ease/difficulty of breathing
- Perform Respiratory excursion
  - *May demo following skills on posterior chest only, saying “I would also perform this assessment on anterior chest”*
  - Thoracic auscultation noting breath sounds and adventitious sounds
  - Transmitted voice sounds- perform one of the following:
    - Egophony
    - Bronchophony
    - Whispered pectoriloquy
  - Tactile fremitus—presence or absence of increased tactile fremitus
  - Thoracic percussion

**Cardiovascular**

- Inspect thorax noting any heaves or pulsations
- Palpate for thrills and locate PMI
- Auscultate over 5 sites using diaphragm and bell of stethoscope
  - Note S1-S2, and any murmurs, rubs, gallops, heaves, or bruits if found
- Check peripheral pulses bilaterally and rate 0 – 4+)
  - temporal
o carotid,
o brachial
do not assess
o radial
o femoral (deferred, do not assess)
o popliteal
o dorsalis pedis
o posterior tibial
o State how you would assess pedal pulses that were not palpable

- Extremities
  o Capillary refill
  o Note cyanosis, rubor, ulcerations, edema, or clubbing
- You must state the expected findings for your given scenario (either venous or arterial)
- State (do not demonstrate) an appropriate advanced assessment technique for your client

Abdomen
- Examine oral cavity
- Physical assessment of abdomen
  o Inspection
  o Auscultation: Bowel sounds and Vascular areas
  o Percussion
  o Palpation
- Demonstrate advanced assessment techniques:
  o Rosving’s sign
  o Rebound tenderness
  o Iliopsoas muscle test
  o Obturator muscle test
  o Murphy’s sign
  o Cutaneous hypersensitivity
  o Percussion for shifting dullness

Post-steps
- Give brief synopsis of significant physical findings
- Thank client for participating—he/she may be excused at this time
- Briefly give a verbal evaluation of your own performance
  o Identify strengths and weaknesses
  o Identify future learning needs and how you plan to achieve these goals
ADNG1000: Foundations  
Evaluation Tool for Video Validation of Physical Assessment Skills  
Learner Name:_________________ Instructor ____________________________

<table>
<thead>
<tr>
<th>Skill &amp; Point value</th>
<th>Student Evaluation</th>
<th>Instructor Evaluation</th>
<th>Comments: (Student and Instructor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates professional appearance, language, confidence, mannerism, and attitude. Communicates appropriately with client &amp; avoids talking only to camera. (5)</td>
<td></td>
<td></td>
<td>Describe errors, omissions, &amp; areas for improvement. Identify strengths &amp; areas of pride. Data provided should support score.</td>
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<tr>
<td>Performs assessment skills accurately and fluently without reliance on index card. Performs all aspects of the assigned assessment (10)</td>
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<tr>
<td>Accurately communicates expected assessment findings for client scenario utilizing appropriate vocabulary (5)</td>
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<tr>
<td>Instructor Evaluation of Student’s Self-evaluation (5)</td>
<td>XXXXXXX</td>
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<td>Final Grade 25 Points Possible</td>
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Evidence Based Practice Assignment & Paper
Objectives:
1) Recognize opportunities for improving nursing practice
2) Learn to utilize peer-reviewed literature to research a nursing practice intervention or issue
3) Learn to correctly write a PICO(T) question as a basis for formulating a research focus
4) Utilize analysis skills to explore the pros/cons of a traditional nursing intervention compared to a new or emerging intervention.
5) Develop writing skills by writing a professional paper utilizing APA format

Overview of Assignment:

This assignment will be completed in stages.
Part 1 involves four separate steps, each having a separate due date. This will permit faculty to provide feedback in the early stages. Students receive ongoing feedback rather than one grade at the completion of the assignment. This will allow learners to utilize feedback to make corrections and changes prior to submitting the final, completed assignment for grade. There are no points assigned to this part of the assignment.

Part 2 will be the submission of the completed paper which will be graded. The paper must be professionally written, must follow the format outlined in Part 2 below, and must follow correct APA format.

Assignment Requirements:

Part 1 - Preparing the Paper

A. Identify a problem in nursing practice
   Identify a problem or issue in nursing practice that might be improved with evidence-based nursing intervention. You need to explain the setting and/or context in which the nursing problem is observed and write this out in the PICOT format described in your text. P- Population, I- Intervention, C- Comparison to new intervention, O- desired Outcome, T- Time frame. Example of PICOT Format – “For inpatients (P), is turning every 2 hours (I) more effective than air mattresses (C) for preventing pressure ulcers (O)?” Submit your PICOT question to the D2L drop box - Due 10/30/13

B. Perform a rapid appraisal of the literature
   Review a minimum of 10 peer-reviewed articles on the problem and interventions you identified. These should be professional journal articles, with clearly identified author(s) and a reference list at the end. Some professional organization websites are acceptable, but no more than three should be included for this part of the assignment. The best way to obtain professional articles is to access the NTC library resources. Please utilize the information posted in the D2L content area to assist you in locating your resources and documenting your references correctly.
   The rapid appraisal will consist of answering the following 4 questions (one to two sentences are sufficient to answer each question) for each of the 10 articles.
   1. How does the article describe the nature of the problem, issue, or deficit you have identified?
   2. What statistical information is provided to demonstrate the validity of the issue, problem, or deficit and its impact on nursing or patient care? Examples(s): morbidity, mortality, rate of incidence or rate of occurrence in the general population.
   3. What population was studied and in what context?
   4. Does the article support or repudiate the traditional/current practice or the proposed change in practice?
This summary will take 6-8 pages. You also prepare the Reference Page in this step. Make sure the reference page follows correct APA format (sources are listed alphabetically using the hanging indent format). Submit the rapid appraisal and reference page to the D2L drop box - Due 11/6/13

C. Write a detailed description of the problem
   In this part of the assignment, write a detailed description of the problem, issue, or educational deficit and the impact of the problem on the work environment and patient outcomes described. Using the information you gathered in your Review of Literature discuss the problem (it should correspond with the O in your PICO question) and the impact it has on patient care or nursing practice (which should correspond with the P in your PICO question). Use the statistics from the literature review to clarify the issues. Cite all your sources in text. This should take no more than 1-2 pages.

   In this step you also create the title page for the paper. The title should succinctly summarize the main focus of your paper. The Title page should follow proper APA format. Refer to the APA documents posted in the D2L content area for information on APA format. Due 11/25/13

D. Analytical comparison of interventions
   Using the information gathered in the Review of Literature, discuss the interventions investigated. Discuss the traditional or current practice as well as the new, or emerging, practice. Use the statistical evidence from the literature review to provide support for or against each of the comparative practices. The analyses should provide clear pros and cons for each of the interventions investigated. Then state your conclusion as to which practice should be adopted by nursing based on the evidence provided. All data presented in this section should be referenced correctly using APA format. This should take at least two pages. Due on 12/10/13

Part 2- Writing the Formal Paper
   This part of the assignment is a culmination of all the pieces in part 1 assimilated into a final, cohesive, professionally written paper. This portion of the assignment will be graded.

A. Introduction and Conclusion (5)
   It is not necessary to provide an abstract or inside title. The paper begins with an introductory paragraph. A good introduction provides some relevant statistics that establishes the significance of the issue to nursing or patient care. It should narratively state the PICO question, to provide the focus of direction for the paper. Then explicitly state the purpose and direction of the paper- it will examine the problem and discuss current and emerging solutions to the issue.

   The paper ends with a conclusion paragraph labeled as Conclusion. It should briefly summarize the problem and population identified, the interventions investigated, and conclusions drawn based on the analysis of the data.

B. Discussion of the Problem, Impact, and Population (10)
   Use the feedback received from faculty in Part 1 C to edit and improve this section. In 1-2 pages, write a detailed description of the problem, issue, or educational deficit and the impact of the problem on the work environment and/or patient outcomes described. The literature should provide statistics validating the significance of the problem and describing the impact of the problem on the identified population. Data presented in this area must be correctly referenced using APA format.

C. Analysis of Interventions (10)
   Use the feedback received from faculty in Part 1 D to edit and improve this section. In two-three pages, discuss the interventions investigated. Compare the traditional or current practice to the new, or emerging, practice. The analyses should provide clear pros and cons for each of the interventions investigated. Use the statistical evidence from the literature to provide support for or against each of the comparative practices. Provide a citation for all sources utilized in the analysis. Then state your conclusion as to which practice should be adopted by nursing based on the evidence provided.
D. Professional Style and APA Format (5)

Paper is written professionally, with few mechanical, grammatical, or typographical errors. Sentences are well constructed. Information is logically developed and presented in paragraphs that flow logically from one to the next.

All assigned areas of the paper were thoroughly and thoughtfully addressed. Headings were provided for each section with the exception of introduction.

APA format was correctly used throughout the paper on the:

- Title Page
- Citations in text
- Headings
- Reference page

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Evidence Based Practice Paper Grading Rubric

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<th>Criterion</th>
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<th>3</th>
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<th>1</th>
<th>Feedback</th>
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<tr>
<td>Writing Style and APA Format (5)</td>
<td>Paper is coherently &amp; logically organized. Prose is largely free from mechanical errors in spelling, grammar, &amp; sentence structure. Follows APA writing style and format. Correctly cites sources in text. Includes Title and reference page in correct APA format. Meets requirements: 4-5 pages of text (not including the title and reference pages), at least 10 scholarly references.</td>
<td>Paper is well-organized with occasional mechanical errors in spelling, grammar, or sentence structure. Follows APA writing style &amp; format, with occasional errors. Most information is correctly cited. Reference and Title page have few APA errors.</td>
<td>Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used. Occasionally includes opinion. APA style and format exhibit inconsistent errors.</td>
<td>Frequent and repetitive mechanical errors distract the reader. Includes opinion without support from literature. Minimal effort made to follow APA format. Occasionally cites sources, but large passages are included without citation. Frequent errors in APA format. Reference and Title page included, but not in APA format.</td>
<td>Inconsistencies in language choice, sentence structure, and/or word choice are present. Majority of text is opinion. No attempt made to follow APA format or style. Does not cite sources. Reference and title page absent.</td>
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<tr>
<td>Introduction and Conclusion (5)</td>
<td>Introduction provides relevant statistics to establish the significance of the issue to nursing or patient care; narratively states the PICO question, to provide the focus of direction for the paper; states the purpose of the paper. Conclusion briefly summarizes the problem, the population identified, the interventions investigated, and conclusions drawn based on the analysis of the data. Supports with references.</td>
<td>Introduction narratively states the PICO question, to provide the focus of direction for the paper; states the purpose of the paper. Conclusion briefly summarizes 3 of the 4 areas: the problem, the population identified, the interventions investigated, and conclusions drawn based on the analysis of the data. No references provided to support statements.</td>
<td>Introduction describes the PICO question, but does not go on to state the purpose or direction of the paper. Conclusion summarizes half of the key areas of the paper: the problem, the population, the interventions investigated, or the conclusion drawn. No references provided.</td>
<td>Introduction is present, but contains excessive, extraneous information, and does not provide a clear purpose or direction for the paper. Conclusion does not summarize information. No references provided.</td>
<td>Introduction or conclusion absent or vague.</td>
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| 10-9 | 8-7 | 6-5 | 4-3 | 2-1 |

| Discussion of the Problem, the Impact, & Population (10) | Provides clear, detailed description of the problem with statistics to support impact of the problem on nursing practice or patient care. Information is supported by references throughout. Identifies the problem. | Detailed description of the problem is provided. Statistics generally support relevance of the issue to nursing or patient care. Most information is supported by references. Population identified is not clearly specified. | Problem is broadly described with reference to impact on nursing or patient care but not well-supported by citations. Some citations are present, but lacking citations for some information presented. | Description of problem was provided without detail. Does not clearly discuss impact on nursing or patient care but not well-supported by citations. Some citations are present, but lacking citations for some information presented. | Identification of the problem is unclear, population not identified. No substantive information provided. |
| Analysis of Interventions (10) | Clearly identifies the traditional, current nursing practice as well as the new, or emerging, practice. Uses statistical evidence from literature to provide support for or against each of the comparative practices. Following comprehensive, balanced, examination of pros and cons for each of the interventions investigated, clearly states which practice should be adopted by nursing based on the evidence provided. Information provided is well-supported by evidence from the literature. | Identifies a current, traditional nursing practice as well as a new or emerging practice. Uses literature to discuss some of the pros & cons for each intervention or practice, but comparison is not comprehensive or is not balanced. Makes recommendation for practice, but is not well-supported by evidence provided. Most information provided is supported by evidence from the literature. | Attempts to compare two nursing interventions, but does not provide comprehensive information that analyzes both the pros & cons for both interventions. Makes weak recommendation for practice. Some citations are present, but lacking citations for some information presented. | Only presents one clear practice and compares to a variety of other interventions. Minimal comparisons are made. Practice may not be specifically a nursing intervention. Makes vague recommendation for practice that does not clearly identify what practice should be adopted. Occasional citations present, but significant amount of information provided lacks credible citation. | Discusses one or more interventions that address the problem, but no clear comparisons are provided. Makes no recommendation for practice. No substantive information provided. Information is not supported by literature. |

Approved 10.4.2013
School of Nursing
Northwest Technical College
Syllabus: ADNG 1100 Pharmacology
3 Credits (2 Lecture/1 Lab)
Spring Semester 2014

Contact Information

Theory Instructors:
Name of instructor
Phone, email, fax information
Office hours
Preferred method of contact

Campus Address:
Northwest Technical College
905 Grant Avenue SE
Bemidji, MN 56601

Course Description:
This course provides the foundational pharmacological concepts and skill demonstration of medication administration. Medications that are involved in the modification or therapeutics of body systems are emphasized. Pharmacology principles include: major pharmacologic classifications; medication effects, side effects, adverse reactions, and age-specific modifications; essential components of physician orders; the nursing role related to safe medication administration.

PreRequisites: BIOL 2221, BIOL 2225, PSYC 2201, MATH 1110 OR 1930, ADNG 1000
Co-Requisites: BIOL 2254, CHEM 1100, ENGL 1111

NTC Core Competencies addressed:
1. Demonstrate effective communication/interaction skills
2. Demonstrate thinking/active learning skills
3. Demonstrate career/computation skills
4. Demonstrate technology skills

Student Learning Outcomes:

*Human Flourishing*
Apply knowledge and skills learned in the program to uphold patients’ right of self-determination and promote holistic well-being of client and family.

*Nursing Judgment*
Make judgments in practice, supported by evidence, that integrate nursing science in provision of safe, quality care.

*Spirit of Inquiry*
Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.
Course Objectives:

Upon conclusion of this course, the student will:

**Human Flourishing**
8. Provide effective communication to patient and healthcare team- members throughout medication administration procedure(s).

**Nursing Judgment**
9. Discuss the expected effects and potential adverse effects of medications within pharmacologic categories.
10. State the principles of safe medication administration from healthcare provider order to administration.
11. Demonstrate safe administration of oral and parenteral medications.
12. Utilizes available resources, written and electronic, to administer medications safely.
13. Demonstrate successful completion of a dosage calculation skill.

**Spirit of Inquiry**
14. Analyze factors (i.e. age, diagnosis, medication pharmacokinetics) affecting patient response to medication.

**Required texts:**
- *eBooks from Elsevier:*
    978-0-323-08383-6
    978-0-323-06580-1
- *ATI Resources:*
  - Dosage Calculations and Safe Medication Administration 2.0
  - Pharmacology Made Easy 2.0
  - Active Stack: Pharmacology
  - Skills Modules
  - Handheld device with Nursing Central Download

**Teaching/Learning Methods:**
A variety of teaching and learning methods are utilized including lecture in the classroom as well as via recorded format using Panopto lecture capture, case studies, skills videos, demonstration and return demonstration of skills in the laboratory, quizzes and exams, and written assignments. In addition, ATI learning products and ebooks from Elsevier are utilized.

**Grading Information**

**Theory/Exams:** (45% of final grade)
- 3 proctored (30 points each) = 90
- 1 non-proctored- open book/notes (15 points) = 15
- Math Competency: Dosage Calculations Quiz #1 (pass/fail)

**Unit Quizzes**
- 3 quizzes (non-proctored, taken at home, 10 points each) = 30

**ATI Learning Products**
- Learning System activities

**Proctored ATI Assessments:** (10% of final grade- see proctored ATI grading policy below)
RN CMS Pharmacology Form A

**Lab Activities/Assignments:** (45% of final grade)
*Skills test-outs-
Safe Administration of Oral Medications
Injectable Medication Administration (ID, SQ, IM routes)
Primary and Secondary Intravenous Medication Administration
Topical Medication Administration (intradermal, sublingual, otic, ophthalmic, nasal, rectal, and vaginal)
Enema Administration
***Skills performance evaluation grade will be converted to points grade

Lab assignment/activity points-
ATI Module post-tests (printed results required for attendance at each lab) 1 point for successful completion of each module post-test; 30 modules= 30 points
Additional assignments/activities for points- TBD throughout course

* Assignments that demonstrate outcome achievement are identified

**Evaluation** Grading Standard:
100-94% A
93.99-86% B
85.99-80% C
79.99-74% D
>74% F

The final course grade is based on written examinations, quizzes, and learning activities assigned by the instructor. **No rounding** of grades will occur during calculation

The grade for this course will consist of a combination of theory, lab and ATI proctored assessment grades. Learners must achieve an 80% average for all of these course activities in order to pass the class (Theory grade, ATI and lab grades will be averaged together).

Pass/Fail activities will be graded using the Skills Validation Pass/Fail Grading Criteria included below:

**Course Expectations/Policies:**
- You are subject to all college and program policies. Please refer to your *NTC School of Nursing Program Handbook posted in D2L* and the *NTC College Handbook at http://www.ntcmn.edu/current_learners/learner_services/handbook_policies/pdfs/handbook13_14.pdf* for department policies and procedures. **You should always refer to these documents.**
- **Additional Course Policies:** (at instructors’ discretion)

  **Learner Supplies Needed during campus meetings:**
  Lab supply pack- purchased from campus bookstore prior to first lab
  White lab coat for skills test-outs
  Handheld device with Nursing Central Download
  Laptop for access of ebooks and other online materials

Approved 10.4.2013
**Grade Distribution**

All grades will be distributed via Desire2Learn Gradebook, and will be available to the learner as soon as grading has taken place. Final grades will be posted on the Web, after course completion and grade determination by the instructor, on the date/time determined by the college Registrar. The instructor will provide additional information related to the availability of final grades as the course completion date arrives.

**Course Schedule** - See Course Calendar

**Learner Contributions**

Each student will spend at least 144 hours per semester preparing for and participating in this course. Participation in both theory and/or online course activities as well as during scheduled labs is critical in this class.

The learner is responsible for any announcements made via the Course Home site on Desire2Learn as well as those made during class/scheduled face to face time with the instructor. The instructor will use these avenues as the primary sources of communication for course correspondence; so it is the learner's responsibility to ensure all messages are received. Messages to individual learners will be delivered via email, using the email address within D2L that you have provided for your enrollment in the course; it is also the learner's responsibility to check for new email messages daily. PLEASE NOTE: learners must use their home school email account and may not use personal email accounts. Personal accounts are often detected as having possible viruses attached to them, and may be deleted by the NTC email system without the instructor having any knowledge of the email. Use of school email accounts will prevent any of these problems.

In order for the learner to have active participation in the course, the instructor recommends that prep/reading assignments are read before attending class on campus or before accessing the online classroom as well as prior to attendance for campus lab visits. This includes reading assigned textbook readings as well as review of ppt lectures/learning activities for the content/focus areas planned for the lab activities. It is impossible to deal with all portions of the assigned areas in the time allotted for this course. This means that the learner must accept responsibility for the material that is not discussed in class. The learner must actively examine the information that is not discussed as well as the material that is discussed. When either class discussion material, text material, or an online document is not clear, it is the learner's right and responsibility to raise the questions that will clarify these points. Additional learning materials may be posted on D2L to enhance learning outcomes, and it is the learner’s responsibility to utilize these tools for learning.

Material presented in class today may be outdated tomorrow. It is crucial that the student be taught the tools to find current up-to-date information. Some exercises will be presented to promote self-learning.

**ATI Pre-class/lab Requirements**

Completion of assigned ATI Module post-test prior to each scheduled lab will be required for admittance in to lab. This is a critical element in order to ensure safety in the lab in addition to
preparation for the scheduled lab activities. The printed module post-test results will be collected for each of the assigned modules at the start of lab and 1 point will be awarded for satisfactory completion of each post-test. Any post-test not completed prior to the start of lab will result in the student’s need to immediately complete the module and post-test in a satisfactory manner prior to being permitted to participate in that day’s schedule lab. However, the student will not be awarded any points for late submission of post-test results.

Satisfactory completion of each module post test will be evident when the overall test score is a minimum of 80% and the time of module complete represents purposeful and thoughtful effort. The timeframe required for each module will vary, however, the instructors do have guidelines provided by ATI that outline the typical timeframes necessary for thorough completion of the module. Instructors will be using these guidelines when determining if the student has satisfactorily completed the module. It is expected that the student will put forth full effort in order to thoroughly complete each module and earn the possible points for these activities. Repeated attempts for successful completion may lead to the student's not receiving the available points.

### Proctored ATI Assessment Grading Policy

<table>
<thead>
<tr>
<th>Option One CMS with Two Practice Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete Practice Assessment A</strong></td>
</tr>
<tr>
<td>Remediation (Active Learning)</td>
</tr>
<tr>
<td>• Three hours Focused Review</td>
</tr>
<tr>
<td><strong>Complete Practice Assessment B</strong></td>
</tr>
<tr>
<td>Remediation: (Active Learning)</td>
</tr>
<tr>
<td>• Three hours Focused Review</td>
</tr>
<tr>
<td>4 pts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proctored Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 - 4 pts.</td>
</tr>
<tr>
<td>1 hour Focused Review</td>
</tr>
<tr>
<td>Three critical points to remember for each question topic to review</td>
</tr>
<tr>
<td>2 pts.</td>
</tr>
<tr>
<td>Level 2 - 3 pts.</td>
</tr>
<tr>
<td>2 hour Focused Review</td>
</tr>
<tr>
<td>Three critical points to remember for each question topic to review</td>
</tr>
<tr>
<td>2 pts.</td>
</tr>
<tr>
<td>Level 1 - 2 pts.</td>
</tr>
<tr>
<td>3 hour Focused Review</td>
</tr>
<tr>
<td>Three critical points to remember for each question topic to review</td>
</tr>
<tr>
<td>2 pts.</td>
</tr>
<tr>
<td>Below Level 1 - 1 pt.</td>
</tr>
<tr>
<td>4 hour Focused Review</td>
</tr>
<tr>
<td>Three critical points to remember for each question topic to review</td>
</tr>
<tr>
<td>2 pts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proctored Assessment Retake* ( + 1 additional point if reach program benchmark 2 or above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Retake (optional)</td>
</tr>
<tr>
<td>Total Points = 10/10</td>
</tr>
<tr>
<td>No Retake (optional)</td>
</tr>
<tr>
<td>Total Points = 9/10</td>
</tr>
<tr>
<td>Retake recommended</td>
</tr>
<tr>
<td>Total Points = 7/10</td>
</tr>
<tr>
<td>Retake recommended</td>
</tr>
<tr>
<td>Total Points = 6/10</td>
</tr>
</tbody>
</table>

*If the program requires a retake of the Proctored Assessment, and the students meet the program benchmark the student can earn an additional point (for example, a Level 1 student can now achieve an 8/10)

### Assignments

Approved 10.4.2013
All assignments will be due on the assigned date and time as identified in the course schedule and will be handed in on campus during your lab or submitted via the D2L dropbox as indicated/assigned. Graded assignments will be returned as soon as grading has occurred, with a goal to provide learners with timely feedback.

Exams

All exams will be administered online via Desire2Learn and will be administered by the course instructor or approved exam proctor (unless an non-proctored exam has been assigned). The instructor and/or proctor will ensure that outside resources have not been used during testing unless otherwise allowed. Respondus LockDown Browser will be used for exam security during each proctored exam. Once the maximum time for the exam has been reached, the exam will no longer be available to the learner, and the learner will receive a zero for each question that was not answered within the allotted timeframe. Exams will allow for a 45 minute testing time in addition to a 5 minute grace/flagged as “late” timeframe. Exams will be formally noted as having exceeded the testing timeframe after a 50 minute timeframe has been reached.

- **Students with Special Needs Statement:**
  
  Upon request this document can be made available in alternate formats. Please contact the instructor (insert) or Sarah Plahn at Disabilities Services at (218) 333-6650. Sarah Plahn’s office is Room 211 at NTC (inside the library); e-mail is sarah.plahn@ntcmn.edu

  Please contact the Disability Services Office ONLY if you have a need for accommodations in this class. All other contact should be with your instructor.

  Students for whom English is a second language, who would like to receive ESL services, will need to meet with Sarah Plahn, Learning Services Director, to set up a Personal Education Plan. English as a Second Language services cannot be provided by the institution without having a current Personal Education Accommodation Plan with Learning Services.

- **Schedule – See course calendar**

Guidelines and Grading Criteria (Rubrics) For Lab Performance:

<table>
<thead>
<tr>
<th>SKILLS (ADNG 1100)</th>
<th>Oral Medication Administration</th>
<th>Topical Medication Administration (transdermal, nasal, ophth, rectal, vag)</th>
<th>Enemas</th>
<th>Parenteral Medication Admin (ID, SQ, IM)</th>
<th>IV Therapy: pumps &amp; gravity, primary &amp; secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Initial/Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment/Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Accurately perform presteps & approach with confidence

**Implementation**

*Provide a safe care environment including infection control application

*Execute skill accurately in organized manner

**Communication**

Provide psychological safety and health promotion through patient education

Observe, report, and document accurate information concisely

**Evaluation**

Evaluate the effectiveness of nursing action

**STUDENT PROFESSIONALISM**

Demonstrate professional appearance, language, and deportment throughout skill

**Skill Sub-Average:**

<table>
<thead>
<tr>
<th>#DI</th>
<th>#DIV/0!</th>
<th>#DI</th>
<th>#DIV/0!</th>
<th>#DI</th>
</tr>
</thead>
</table>

**PHARMACOLOGY - Total Average:**

<table>
<thead>
<tr>
<th>#DI</th>
<th>V/0!</th>
</tr>
</thead>
</table>

**CLINICAL/LAB PERFORMANCE EVALUATION EXPLANATION**

Learner evaluation will be completed by the end of each semester for all clinical and lab courses. Clinical performance will be graded each day in all evaluation categories except on days or in categories where performance may not be measurable (e.g., observational rotations). Lab performance will be graded for each individual skills test out. The average of the grades entered over the course of the semester will be interpreted as the grade for the clinical/lab performance. Note: An average of ≥ 2.0 is required in area #3, effective care and infection control, in order to pass the clinical/lab course.

| 4.0 = A | Excellent, outstanding performance. Performance needs little to no prompting or correcting. Principles/concepts are consistently applied and/or adapted. |
| 3.0 = B | Very good, above average performance. Performance needs only occasional prompting or correcting. Principles/concepts are most often applied and/or adapted. |
| 2.0 = C | Satisfactory, average performance. Performance needs occasional prompting or correcting at acceptable levels which do not jeopardize patient safety. Principles/concepts are inconsistently applied and/or adapted. |
| 1.0 = D | Below satisfactory performance. Performance needs unacceptable levels of prompting or correcting which can jeopardize patient safety. Principles/concepts are not applied and/or adapted. |
| 0.0 = F | Failing, totally unacceptable performance. Performance is potentially unsafe due to poor clinical judgment. Safety principles/concepts are not applied to clinical work and/or hours of absence have exceeded the number allowed (refer to program handbook). |

Incomplete = I

Incomplete grades must be formally requested by the learner one week in advance of the end of the course when a learner knows in advance they will not be able to complete the course in the scheduled time frame (refer to program handbook).
<table>
<thead>
<tr>
<th>Not Applicable = NA</th>
<th>Not applicable, or unable to measure. Does not calculate into grade.</th>
</tr>
</thead>
</table>

**Conversions**

A = 3.4 - 4.0 (94% - 100%)
B = 2.6 - 3.3 (86% - 93%)
C = 2.0 - 2.5 (80% - 85%)
D = 1.4 - 1.9 (74% - 79%)
F = ≤ 1.3 (≤ 73%)
I = Refer to College Handbook regarding Incomplete

**Please note:** There will be NO rounding up on any materials used for student evaluation including exams, assignments and final grades. 80% is the passing standard for evaluation across all Nursing courses. In addition, students must attain a "C" grade or better in any program-required course (including readiness courses, if needed, and general education electives).
School of Nursing  
Northwest Technical College  
Syllabus: Nursing I, ADNG 1150, 4 credits  
Spring Semester 2014

Contact Information
Name of instructor  
Phone, email, fax information  
Office hours  
Preferred method of contact  

*Please allow 48 business hours for instructors to return email messages. Business hours do not include Saturday or Sunday.

Course Description
This course explores concepts related to the pathophysiological processes affecting homeostatic balance and cell survival in the human system. Learners will use assessment data to evaluate expected and unexpected outcomes and form the basis for prioritizing expected medical and nursing management of care. The nursing process, clinical reasoning, and use of research-based nursing actions are integrated throughout the course as the foundation for assisting clients across the lifespan experiencing disruptions in the health-illness continuum.

Co-requisite(s): BIOL 2254, CHEM 1100, ENGL 1111, ADNG 1200

NTC Core Competencies addressed:
1. Demonstrate effective communication/interaction skills.  
2. Demonstrate thinking/active learning skills.  
3. Demonstrate self-development skills.

Program Outcomes
1. Human Flourishing  
2. Nursing Judgment  
3. Spirit of Inquiry

Course Objectives:
The student will:

*Human Flourishing*
1. Identify nursing and collaborative interventions that support optimal well-being in a variety of clients experiencing alterations in health.

*Nursing Judgment*
2. Identify changes in patient status requiring nursing or collaborative intervention to promote health of patient.  
3. Identify opportunities for health promotion and the prevention of disease with clients across the lifespan  
4. Provide accurate rationales for nursing and medical care provided for clients across the lifespan experiencing disruptions in health.  
5. Evaluate effectiveness of patient education provided to individuals and families.  
6. Evaluate the effectiveness of nursing interventions and collaborative care provided to individuals across the lifespan.

*Spirit of Inquiry*
7. Identify nursing actions that are no longer supported by current research or literature.
Teaching/Learning Methods:
1. Lecture
2. Group learning activities
3. Turning point live classroom quizzing (recorded for distance)
4. Classroom delivery capture
5. Online synchronous and/or asynchronous reviews
6. Study guides
7. Printed and online resources

Required texts:

Classroom Professionalism

Professional behavior in the classroom (or via the discussion board) is primarily a matter of attitudes. That attitude will follow you into the workplace and should be developed and demonstrated while you are here at school. The following behaviors are certainly not all encompassing but serve as a guideline for professionalism in the classroom environment.

An attitude of mutual respect is expected. This applies to the courtesy you extend to fellow students as well as the facilitator.

Problems or disagreements that occur should be discussed with an attitude of reconciliation to find a mutually agreeable solution. Disagreements should be discussed with courtesy and respect.

Disruptions in the classroom caused by ringing cell phones, coming to class late, leaving early, playing computer games and talking or visiting with neighbors are not appropriate.

The behaviors you display in the classroom or on-line are reflective of your overall professional demeanor. Respect and courtesy will culminate in a high-quality learning environment.

Learner Contributions

In order for the learner to have active participation in the course, the instructor recommends that students come to class having read the material and prepared to participate in the discussion. It is impossible to ‘cover’ every aspect of all units in the time allotted. This means that the learner must accept responsibility for the material that is not discussed in class. The learner must actively examine the information that is not discussed as well as the material that is discussed. When either class discussion material, text material, or an online document is not clear, it is the learner’s right and responsibility to raise the questions that will clarify these points. Additional learning materials may be posted on D2L to enhance learning outcomes, and it is the learner’s responsibility to utilize these tools for learning.

Material presented in class today may be outdated tomorrow. It is crucial that the student be taught the tools to find current up-to-date information. Some exercises will be presented to promote self-learning.

The learner is responsible for any announcements made via the Course Home site on Desire2Learn as well as those made during class/scheduled face to face time with the instructor. The instructor will use these avenues as the primary sources of communication for course correspondence; so it is the learner's responsibility to ensure all messages are received. Messages to individual learners will be delivered via email, using the email address within D2L that you have provided for your enrollment in the course; it is
also the learner’s responsibility to check for new email messages daily. PLEASE NOTE: learners must use their home school email account and may not use personal email accounts. Personal accounts are often detected as having possible viruses attached to them, and may be deleted by the NTC email system without the instructor having any knowledge of the email. Use of school email accounts will prevent any of these problems.

**Assignments (approximately 15% of final grade)**

All assignments will be due on the assigned date and time as identified in the course schedule or in the course news section. Assignments are due, in the drop box before the unit exam is taken. Graded assignments will be returned as soon as grading has occurred, with a goal to provide learners with timely feedback.

Assignments for distance students will occur in the discussion area. Please see the course schedule for explicit timelines.

**ATI Assessments and Learning Products (approximately 10% of final grade)**

**Proctored Assessments:**
- RN Nutrition 2010 Form B

**Practice Assessments:**
- RN Nutrition Online Practice 2013 B
- RN Nutrition Online Practice 2010 B (optional)
- RN Nursing Care of Children Online Practice 2010 A
- RN Adult Medical Surgical Online Practice 2010 A
- Targeted Medical-Surgical 2010: Respiratory
- Targeted Medical-Surgical 2010: Renal and Urinary
- Targeted Medical-Surgical 2010: Perioperative
- Targeted Medical-Surgical 2010: Gastrointestinal
- Targeted Medical-Surgical 2010: Fluid, Electrolyte, and Acid-Base

**ATI Tutorials:**

**Real Life RN Nursing Care of Children-**
- Cystic Fibrosis Inpatient Care
- Cystic Fibrosis Community Care
- Gastroenteritis and Dehydration

**Real Life RN Medical Surgical-**
- COPD
- Renal Failure
- GI Bleed

**Learning Systems RN-Practice Tests:**
- Medical-Surgical: Renal and Urinary
- Medical-Surgical: Musculoskeletal
- Medical-Surgical: Gastrointestinal
- Medical-Surgical: Respiratory

**Exams (approximately 75% of final grade)**
All exams will be administered online via Desire2Learn by an approved proctor. The instructor will ensure that outside resources have not been used during testing unless otherwise allowed. Respondus Lock Down Browser will be used for exam security during each proctored exam. Once the maximum time for the exam has been reached, the exam will no longer be available to the learner, and the learner will receive a zero for each question that was not answered within the allotted timeframe. Exams will allow for a 45 - 50 minute testing time-frame, depending on the length of the exam.

**Course Units:**
See course schedule

**Grading Information**

**Evaluation** Grading Standard:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-94%</td>
</tr>
<tr>
<td>B</td>
<td>93.99-86%</td>
</tr>
<tr>
<td>C</td>
<td>85.99-80%</td>
</tr>
<tr>
<td>D</td>
<td>79.99-74%</td>
</tr>
<tr>
<td>F</td>
<td>&gt;74%</td>
</tr>
</tbody>
</table>

The grade for this course will consist of exams and case studies. Learners must achieve an 80% average for all of these course activities in order to pass the class.

**Artifacts**
1. Evaluated by items on exam pertaining to content under study
2. Case studies relative to concepts under study

The schedule, case studies, and unit exams can be accessed via D2L.

**Students with Special Needs Statement:**

Upon request this document can be made available in alternate formats. Please contact the instructor or the Disabilities Services at (218) 333-6650.
The Disability services office is Room 211 at NTC (inside the library); e-mail is sarah.plahn@ntcmn.edu

Please contact the Disability Services Office ONLY if you have a need for accommodations in this class. All other contact should be with your instructor.

Students for whom English is a second language, who would like to receive ESL services, will need to meet with the Learning Services Director, to set up a Personal Education Plan. English as a Second Language services cannot be provided by the institution without having a current Personal Education Accommodation Plan with Learning Services.

- **Schedule** – See course calendar

**Discussion Evaluation Criteria**

<table>
<thead>
<tr>
<th>Initial Postings to the Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-10</td>
</tr>
<tr>
<td>4-6</td>
</tr>
<tr>
<td>0-3</td>
</tr>
<tr>
<td>Original posting fully</td>
</tr>
</tbody>
</table>

Approved 10.4.2013
<table>
<thead>
<tr>
<th><strong>Scenario Questions</strong></th>
<th><strong>Response to Questions</strong></th>
<th><strong>Follow-Up Postings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>answers all scenario questions correctly, is thought provoking, and stimulates inquiry and investigation.</td>
<td>does not fully answer all questions in the scenario. Does not promote higher order thinking.</td>
<td>Response is posted in a timely manner (allowing adequate time for colleagues to respond).</td>
</tr>
<tr>
<td>Response is posted late in the time line of the module (allowing limited time for colleagues to respond).</td>
<td>Response is posted so that colleagues have inadequate time to respond.</td>
<td></td>
</tr>
</tbody>
</table>

**Follow-Up Postings to the Discussion**

<table>
<thead>
<tr>
<th><strong>Response</strong></th>
<th><strong>Follow-Up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response demonstrates a critical and thoughtful understanding of the topic and brings the Discussion to a higher level of inquiry and investigation.</td>
<td>Responds to two or more colleagues in a timely manner (allowing ample time for colleagues to read and benefit from the postings).</td>
</tr>
<tr>
<td>Response demonstrates a basic understanding of the topic and brings the Discussion to a higher level of inquiry.</td>
<td>Responds to at least two colleagues but posts responses late in the time line of the module.</td>
</tr>
<tr>
<td>Response demonstrates a lack of understanding of the topic. Response is superficial or does not demonstrate critical understanding.</td>
<td>Responds to only one colleague late in the time line of the module.</td>
</tr>
</tbody>
</table>
School of Nursing  
Northwest Technical College  
Syllabus: Clinical I, ADNG 1200, 2 credits  
Spring Semester, 2014

Contact Information
- Name of instructor
- Phone, email, fax information
- Office hours
- Preferred method of contact

Please allow two business days for instructors to return emails. Weekends are not considered business days.

Course Description:
This course will introduce the student to the role of the professional nurse in the clinical setting. Emphasis will be placed on development as a member of the team, the establishment of therapeutic nurse-client relationships, and application of concepts and skills on stable patients. Role development will occur in both simulated and long term care environments. The nursing process will be integrated throughout all aspects of the course.

PreRequisites: Successful completion of ADNG 1000
Co-Requisites: BIOL 2254, CHEM 1100, ENGL 1111, ADNG 1100, ADNG 1150

NTC Core Competencies addressed:
1. Effective communication/interaction skills include the development of active reading skills, clear and concise writing skills, active listening skills, and clear and well-organized speaking skills. Social interaction skills include personal awareness, diversity awareness, and teamwork. Mastery of these skills enables learners to better communicate in society and to acquire critical knowledge for understanding and working with others.

2. Critical thinking and active learning skills include the development of active reading, problem-solving, and critical thinking skills. Mastery of these skills prepares learners to effectively deal with the complexities and diversity in personal and work environments and to foster continued intellectual growth.

Student Learning Outcomes addressed in this course:

1. Human flourishing- Apply knowledge and skills learned in the program to uphold patients’ right of self-determination and promote holistic well-being of client and family.

2. Nursing judgment- Make judgments in practice, supported by evidence, that integrate nursing science in the provision of safe, quality care.

3. Professional identity- Implement one’s role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.

4. Spirit of inquiry- Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN, 2010).

Course Objectives:
The student will:
1. Demonstrate the ability to establish and maintain a therapeutic relationship.
2. Use the therapeutic relationship and available resources to obtain comprehensive patient data on assigned client.
3. Identify priority holistic needs of assigned clients based on comprehensive assessment.
4. Provide care in a confident, compassionate manner that values the individuality of a variety of patients.
5. Demonstrate effectiveness as a member of the team.
6. Recognize opportunities that facilitate cognitive and psychomotor growth and seek appropriate assistance to insure ongoing personal growth.

**Required texts:**
No new required texts. Use Pageburst E-Bundle texts and Nursing Central for reference.

**Teaching/Learning Methods:**
1. Role model
2. Demonstration
3. Mentoring
4. Feedback on evaluation
5. Collaboration
6. Pre/post conference discussion
7. Power point presentation
8. Facilitate reflection
9. Printed resources
10. Online resources

**Grading Information**
Clinical will be graded on a pass/fail basis. All outcome assignments must achieve a satisfactory level to pass the course. Unsatisfactory assignments will be returned for revision only once. Inability to achieve satisfactory performance on second attempts will result in failure of the assignment and course failure. All assignments are evaluated using satisfactory and unsatisfactory grading rubrics specific to each assignment with pre-established criteria for satisfactory achievement.

In addition to assignments, learners must also achieve a satisfactory grade on the ADNG 1200 Performance Evaluation. A student may have some areas on the evaluation that “need improvement” but the majority of areas should be satisfactory.

**Assignments and Outcome Assignments**:  
1. Simulation Performance Evaluation*  
2. Reflective Journal - Personal Growth  
3. Therapeutic Communication Process Recording  
4. Professional Communication Process Recording  
5. Health Assessment-Nursing Process*  
6. ADNG 1200 Clinical I Performance Evaluation  
*Outcome Assignments must be uploaded to Taskstream by assigned date

**Course Expectations/Policies:**
- You are subject to all college and program policies. Please refer to your *NTC School of Nursing Program Handbook posted in D2L and the NTC College Handbook at [http://www.ntcmn.edu/current_learners/learner_services/handbook_policies/pdfs/handbook13_14.pdf](http://www.ntcmn.edu/current_learners/learner_services/handbook_policies/pdfs/handbook13_14.pdf)* for department policies and procedures. **You should always refer to these documents.**
- Additional Course Policies: (at instructors’ discretion)
- Students with Special Needs Statement:  
  Upon request this document can be made available in alternate formats. Please contact the instructor (insert) or Sarah Plahn at Disabilities Services at (218) 333-6650. Please contact the Disability Services Office ONLY if you have a need for accommodations in this class. All other contact should be with your instructor. **Students for whom English is a second language, who would**

Approved 10.4.2013
like to receive ESL services, will need to meet with Sarah Plahn, Learning Services Director, to set up a Personal Education Plan. English as a Second Language services cannot be provided by the institution without having a current Personal Education Accommodation Plan with Learning Services.

The information below is posted in d2L:
- Course Schedule with dates, time, and location of clinical meetings specific to each clinical group
- Dates of vacations or when class will not be held
- Assignments that demonstrate outcome achievement are identified
<table>
<thead>
<tr>
<th>Category</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Ability to direct and coordinate activities. Is able to motivate team members, plan and organize interventions, and establish a positive atmosphere. Uses SBAR format for professional communication. Delegates appropriately.</td>
<td>Does not participate fully in activities. Does not participate or reluctantly participates in planning and organizing care. Attitude is not helpful and not conducive to a positive work environment</td>
<td></td>
</tr>
<tr>
<td>Performance monitoring</td>
<td>Able to perform tasks safely and monitor self and teammates appropriately.</td>
<td>Unable to identify mistakes or lapses in self or other team members. Feedback provided to others does not facilitate outcome improvement.</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>Able to anticipate other team member's needs through accurate knowledge of role responsibilities. Adjusts strategies based on data gathered.</td>
<td>Is unable to anticipate needs of team members. Does not identify cues that a change has occurred and or does not adapt care based on change</td>
<td></td>
</tr>
<tr>
<td>Closed-loop Communication</td>
<td>Follows-up with team members to ensure message is accurately received. Acknowledges when messages are received and clarifies message with the sender.</td>
<td>Does not ensure message has been received; does not acknowledge and or clarify messages from sender. Evidence of unclear communication present on review.</td>
<td></td>
</tr>
</tbody>
</table>
School of Nursing  
Northwest Technical College  
Syllabus: ADNG 1300 Transition to Professional Nursing  
5 Credits (3 Lecture/2 Lab)  
Summer Semester 2014  

Contact Information  
Theory Instructors:  
Name of instructor  
Phone, email, fax information  
Office hours  
Preferred method of contact  

Campus Address:  
Northwest Technical College  
905 Grant Avenue SE  
Bemidji, MN 56601  

Course Description:  
This course is designed to help the LPN student transition into the RN role. Topics include professionalism, scope of practice, therapeutic and professional interpersonal communication, assessment across the life-span, nursing process, patient education, and nursing informatics. Learners will use assessment data to evaluate expected and unexpected outcomes and form the basis for prioritizing medical and nursing management of care related to the pathophysiological processes affecting homeostatic balance and cell survival in the human system. Specific areas of focus include: Homeostasis, Respiratory, Fluid and Electrolyte and Acid Base balance, Gastrointestinal, Musculoskeletal, Hepatobiliary, Shock, and Hematologic alterations. In addition, the course will review safe medication administration and basic Intravenous infusion practices.  

PreRequisites: Admission to the ASN program and LPN licensure  
Co-Requisites: None  
NTC Core Competencies addressed:  
1. Demonstrate effective communication/interaction skills.  
2. Demonstrate thinking/active learning skills.  
3. Demonstrate career/computation skills.  
4. Demonstrate technology skills.  

Student Learning Outcomes:  

*Human Flourishing*  
Apply knowledge and skills learned in the program to uphold patients’ right of self-determination and promote holistic well-being of client and family.  

*Nursing Judgment*  
Make judgments in practice, supported by evidence, that integrate nursing science in provision of safe, quality care.  

*Professional Identity*  
Implement one’s role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.
Spirit of Inquiry
Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

Course Objectives:

Upon conclusion of this course, the student will:

Human Flourishing
12. Utilize effective interpersonal skills for interdisciplinary communication and the development of therapeutic relationships with a variety of clients.
13. Identify nursing and collaborative interventions that support optimal well-being in a variety of clients experiencing alterations in health.

Nursing Judgment
14. Demonstrate physical assessment of key body systems (respiratory, cardiovascular, abdominal, and neurological) across the lifespan.
15. Use assessment findings to identify changes in patient status requiring nursing or collaborative intervention to promote health of patient.
16. Demonstrate the principles of safe primary and secondary intravenous fluid and medication administration based upon healthcare provider order.
17. Identify opportunities for health promotion and the prevention of disease with clients across the lifespan.
18. Demonstrate successful completion of a dosage calculation skill.

Professional Identity
19. Utilize the nursing process throughout all phases of assessment, diagnosis, planning, intervention, and evaluation.
20. Evaluate effectiveness of patient education provided to individuals and families.
21. Develop an understanding of the professional role to include legal and ethical perspectives, Evidence Based Practice, scope of practice, differentiation of roles within healthcare teams, and use of social media for nurses.

Spirit of Inquiry
22. Identify nursing actions no longer supported by current research or literature.

Required texts:
eBooks from Elsevier:

Approved 10.4.2013
ATI Resources as assigned
Handheld device with Nursing Central Download

Teaching/Learning Methods:
A variety of teaching and learning methods are utilized including lecture in the classroom as well as via recorded format using Panopto lecture capture, case studies, group learning and critical thinking activities, skills videos, simulation activities, demonstration and return demonstration of skills in the laboratory, quizzes and exams, and written assignments. In addition, ATI learning products and ebooks from Elsevier are utilized.

Grading Information
Theory/Exams: (45% of final grade)
- 4 proctored (30 points each)= 120
  • Application of the Nursing Process Exam
  • Professional role & Basic Intravenous Infusion Practices Exam (includes Dosage Calculations)
  • Physical Assessment- Part 1 Exam (Includes CV & Resp Assessment and Alterations of Respiratory, Hemostasis, F&E/burns, ABB, & Shock)
  • Physical Assessment- Part 2 Exam (Abd & Neuro assessment and GI Alterations)
- 1 non-proctored- open book/notes (15 points)= 15
  • Hematologic, Musculoskeletal, & Hepatobiliary Alterations Exam

ATI Learning Products
  Learning System activities

Proctored ATI Assessments: (10% of final grade- see proctored ATI grading policy below)

Lab Activities/Assignments: (45% of final grade)
Functional Health Pattern/Health History Assignment- 25 points
Patient Education Assignment (based on FHP Summary)- 25 points
EKG interpretation lab quiz- 10 points
Nursing process practice and lab quiz- 15 points
VV of focused physical assessment- 25 points
Clinical Math Competency: Dosage Calc Quiz #1 (Pass/fail)
Skills Checkoff on Primary Infusion Practices- 10 points
Skills Checkoff on Secondary Infusion Practices- 10 points
***Skills performance evaluation grade will be converted to points grade for skills checkoffs

Lab assignment/activity points-
ATI Module post-tests (printed results required for attendance at each lab) 1 point for successful completion of each module post-test; 15 modules = 15 points
Additional assignments/activities for points- TBD throughout course

* Assignments that demonstrate outcome achievement are identified
**Evaluation** Grading Standard:

- 100-94% A
- 93.99-86% B
- 85.99-80% C
- 79.99-74% D
- >74% F

The final course grade is based on written examinations, quizzes, and learning activities assigned by the instructor. **No rounding** of grades will occur during calculation.

The grade for this course will consist of a combination of theory, lab and ATI proctored assessment grades. Learners must achieve an 80% average for all of these course activities in order to pass the class (Theory grade, ATI and lab grades will be averaged together).

**Course Expectations/Policies:**

- You are subject to all college and program policies. Please refer to your *NTC School of Nursing Program Handbook posted in D2L* and the *NTC College Handbook* at [http://www.ntcmn.edu/current_learners/learner_services/handbook_policies/pdfs/handbook13_14.pdf](http://www.ntcmn.edu/current_learners/learner_services/handbook_policies/pdfs/handbook13_14.pdf) for department policies and procedures. You should always refer to these documents.

- **Additional Course Policies:** (at instructors’ discretion)

  **Learner Supplies Needed during campus meetings:**
  - White lab coat for skills test-outs
  - Handheld device with Nursing Central Download
  - Laptop for access of ebooks and other online materials

**Grade Distribution**

All grades will be distributed via Desire2Learn Gradebook, and will be available to the learner as soon as grading has taken place. Final grades will be posted on the Web, after course completion and grade determination by the instructor, on the date/time determined by the college Registrar. The instructor will provide additional information related to the availability of final grades as the course completion date arrives.

**Course Schedule**

The course will begin on Monday, May 19th and ends on Friday, July 18th. The theory portion of the course will be online with use of various Panopto recordings for lecture content. On-campus laboratory activities will be scheduled on the following dates:

- **Campus Group:** June 2-4, June 16-18, and June 30-July 2 (Meets each day from 8a-4p)
- **Distance Group:** June 9-11, June 23-25, and July 7-9 (Meets each day from 8a-4p)

Attendance policy for the laboratory component will apply as per ASN handbook.

**Learner Contributions**
Each student will spend at least 240 hours per semester preparing for and participating in this course.

The total hours required include: 48 hours theory in-class time (face to face or active online classroom activities); 96 hours preparation for theory; 64 hours lab in-class time (on campus for schedule lab hours); and 32 hours for lab preparation. Participation in both theory and/or online course activities as well as during scheduled labs is critical in this class.

The learner is responsible for any announcements made via the Course Home site on Desire2Learn as well as those made during class/scheduled face to face time with the instructor. The instructor will use these avenues as the primary sources of communication for course correspondence; so it is the learner’s responsibility to ensure all messages are received. Messages to individual learners will be delivered via email, using the email address within D2L that you have provided for your enrollment in the course; it is also the learner’s responsibility to check for new email messages daily. PLEASE NOTE: learners must use their home school email account and may not use personal email accounts. Personal accounts are often detected as having possible viruses attached to them, and may be deleted by the NTC email system without the instructor having any knowledge of the email. Use of school email accounts will prevent any of these problems.

In order for the learner to have active participation in the course, the instructor recommends that prep/reading assignments are read before attending class on campus or before accessing the online classroom as well as prior to attendance for campus lab visits. This includes reading assigned textbook readings as well as review of ppt lectures/learning activities for the content/focus areas planned for the lab activities. It is impossible to deal with all portions of the assigned areas in the time allotted for this course. This means that the learner must accept responsibility for the material that is not discussed in class. The learner must actively examine the information that is not discussed as well as the material that is discussed. When either class discussion material, text material, or an online document is not clear, it is the learner’s right and responsibility to raise the questions that will clarify these points. Additional learning materials may be posted on D2L to enhance learning outcomes, and it is the learner’s responsibility to utilize these tools for learning.

Material presented in class today may be outdated tomorrow. It is crucial that the student be taught the tools to find current up-to-date information. Some exercises will be presented to promote self-learning.

**ATI Pre-class/lab Requirements**

Completion of assigned ATI Module post-test prior to each scheduled lab will be required for admittance in to lab. This is a critical element in order to ensure safety in the lab in addition to preparation for the scheduled lab activities. The printed module post-test results will be collected for each of the assigned modules at the start of lab and 1 point will be awarded for satisfactory completion of each post-test. Any post-test not completed prior to the start of lab will result in the student’s need to immediately complete the module and post-test in a satisfactory manner prior to being permitted to participate in that day’s schedule lab. However, the student will not be awarded any points for late submission of post-test results.

Satisfactory completion of each module post test will be evident when the overall test score is a minimum of 80% and the time of module complete represents purposeful and thoughtful effort. The timeframe required for each module will vary, however, the instructors do have guidelines provided by ATI that outline the typical timeframes necessary for thorough completion of the module. Instructors will be using these guidelines when determining if the student has satisfactorily
completed the module. It is expected that the student will put forth full effort in order to thoroughly complete each module and earn the possible points for these activities. Repeated attempts for successful completion may lead to the student's not receiving the available points.

Proctored ATI Assessment Grading Policy

Option One CMS with Two Practice Assessments

<table>
<thead>
<tr>
<th>Complete Practice Assessment A</th>
<th>Complete Practice Assessment B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remediation (Active Learning)</td>
<td>Remediation: (Active Learning)</td>
</tr>
<tr>
<td>• Three hours Focused Review</td>
<td>• Three hours Focused Review</td>
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4 pts.

Proctored Assessment

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<tr>
<td>1 hour Focused</td>
<td>2 hour Focused</td>
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<tr>
<td>Review Three</td>
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<tr>
<td>3 hour Focused</td>
<td>3 hour Focused</td>
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<td>4 hour Focused</td>
<td>4 hour Focused</td>
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<td>Review Three</td>
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<td>topic to review</td>
<td>topic to review</td>
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<tr>
<td>2 pts.</td>
<td>2 pts.</td>
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</tbody>
</table>

Proctored Assessment Retake* (+1 additional point if reach program benchmark 2 or above)

<table>
<thead>
<tr>
<th>No Retake (optional)</th>
<th>No Retake (optional)</th>
<th>Retake recommended</th>
<th>Retake recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Points = 10/10</td>
<td>Total Points = 9/10</td>
<td>Total Points = 7/10</td>
<td>Total Points = 6/10</td>
</tr>
</tbody>
</table>

*If the program requires a retake of the Proctored Assessment, and the students meet the program benchmark the student can earn an additional point (for example, a Level 1 student can now achieve an 8/10)

Assignments

All assignments will be due on the assigned date and time as identified in the course schedule and will be handed in on campus during your lab or submitted via the D2L dropbox as indicated/assigned. Graded assignments will be returned as soon as grading has occurred, with a goal to provide learners with timely feedback.

Exams

All exams will be administered online via Desire2Learn and will be administered by the course instructor or approved exam proctor (unless an non-proctored exam has been assigned). The instructor and/or proctor will ensure that outside resources have not been used during testing unless otherwise allowed. Respondus LockDown Browser will be used for exam security during each
proctored exam. Once the maximum time for the exam has been reached, the exam will no longer be available to the learner, and the learner will receive a zero for each question that was not answered within the allotted timeframe. Exams will allow for a 45 minute testing time in addition to a 5 minute grace/flagged as “late” timeframe. Exams will be formally noted as having exceeded the testing timeframe after a 50 minute timeframe has been reached.

- **Students with Special Needs Statement:**
  
  **Upon request this document can be made available in alternate formats.**

  *Please contact Sarah Plahn at Disabilities Services at (218) 333-6650. Sarah Plahn’s office is Room 211 at NTC (inside the library); e-mail is sarah.plahn@ntcmn.edu

  Please contact the Disability Services Office ONLY if you have a need for accommodations in this class. All other contact should be with your instructor.

  *Students for whom English is a second language, who would like to receive ESL services, will need to meet with Sarah Plahn, Learning Services Director, to set up a Personal Education Plan. English as a Second Language services cannot be provided by the institution without having a current Personal Education Accommodation Plan with Learning Services.*

- **Schedule – See course calendar**

**Guidelines and Grading Criteria (Rubrics) For Course Assignments:**

**Skills Performance Evaluation Rubric**

<table>
<thead>
<tr>
<th>SKILLS (ADNG 1300)</th>
<th>Primary Infusion Practices</th>
<th>Secondary Infusion Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Initial/Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment/Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurately perform presteps &amp; approach with confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Provide a safe care environment including infection control application</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved 10.4.2013
<table>
<thead>
<tr>
<th></th>
<th>#DIV/0!</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide psychological safety and health promotion through patient education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe, report, and document accurate information concisely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate the effectiveness of nursing action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT PROFESSIONALISM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate professional appearance, language, and deportment throughout skill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Sub-Average:</td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
</tr>
<tr>
<td>Transition to Professional - Total Average:</td>
<td>#DIV/0!</td>
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</table>

**CLINICAL/LAB PERFORMANCE EVALUATION EXPLANATION**

Learner evaluation will be completed by the end of each semester for all clinical and lab courses. Clinical performance will be graded each day in all evaluation categories except on days or in categories where performance may not be measurable (e.g., observational rotations). Lab performance will be graded for each individual skills test out. The average of the grades entered over the course of the semester shall be interpreted as the grade for the clinical/lab performance. Note: An average of \( \geq 2.0 \) is required in area #3, effective care and infection control, in order to pass the clinical/lab course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 = A</td>
<td>Excellent, outstanding performance. Performance needs little to no prompting or correcting. Principles/concepts are consistently applied and/or adapted.</td>
</tr>
<tr>
<td>3.0 = B</td>
<td>Very good, above average performance. Performance needs only occasional prompting or correcting. Principles/concepts are most often applied and/or adapted.</td>
</tr>
<tr>
<td>2.0 = C</td>
<td>Satisfactory, average performance. Performance needs occasional prompting or correcting at acceptable levels which do not jeopardize patient safety. Principles/concepts are inconsistently applied and/or adapted.</td>
</tr>
<tr>
<td>1.0 = D</td>
<td>Below satisfactory performance. Performance needs unacceptable levels of prompting or correcting which can jeopardize patient safety. Principles/concepts are not applied and/or adapted.</td>
</tr>
<tr>
<td>0.0 = F</td>
<td>Failing, totally unacceptable performance. Performance is potentially unsafe due to poor clinical judgment. Safety principles/concepts are not applied to clinical work and/or hours of absence have exceeded the number allowed (refer to program handbook).</td>
</tr>
<tr>
<td>Incomplete = I</td>
<td>Incomplete grades must be formally requested by the learner one week in advance of the end of the course when a learner knows in advance they will not be able to complete the course in the scheduled time frame (refer to program handbook).</td>
</tr>
<tr>
<td>Not Applicable = NA</td>
<td>Not applicable, or unable to measure. Does not calculate into grade.</td>
</tr>
</tbody>
</table>

**Conversions**

\[
A = 3.4 - 4.0 \text{ (94\% - 100\%)} \\
B = 2.6 - 3.3 \text{ (86\% - 93\%)}
\]
C = 2.0 - 2.5 (80% - 85%)
D = 1.4 - 1.9 (74% - 79%)
F = ≤ 1.3 (≤ 73%)
I = Refer to College Handbook regarding Incomplete

**Please note:** There will be NO rounding up on any materials used for student evaluation including exams, assignments and final grades. 80% is the passing standard for evaluation across all Nursing courses. In addition, students must attain a "C" grade or better in any program-required course (including readiness courses, if needed, and general education electives).

### Patient Education Assignment Rubric

<table>
<thead>
<tr>
<th>Section</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment (5)</strong></td>
<td>Does not include summary; or Does not identify two educational priorities; or Does not discuss barriers &amp;/or motivational factors</td>
<td>Summary provided, but missing several key significant findings; or Identifies only one educational priority; or omits discussion of barriers or motivational factors (only discusses one)</td>
<td>Summary is not comprehensive, identifies only weaknesses, and omits a few significant findings; identifies two learning needs not related to summary; identifies some barriers &amp; motivational factors, but misses some obvious factors</td>
<td>Comprehesive summary provided, but missing some strengths, weaknesses, or problem areas; or Two educational areas identified, but one is not high priority or is not supported by summary; or Discusses most barriers and motivational factors</td>
<td>Includes comprehensive summary of FHP identifying client strengths, weaknesses, &amp; problem areas; and identifies two priority educational needs; and Provides thorough discussion of patient barriers and motivational factors</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan (10)</strong></td>
<td>Does not provide two learning objectives; and does not provide a comprehensive learning</td>
<td>Meets two of these three criteria: Does not provide two measurable learning objectives; or</td>
<td>Does not provide two priority measurable learning objectives; or</td>
<td>Two measureable learning objectives identified but could be</td>
<td>Correctly writes two, measureable learning objectives based on identified</td>
<td></td>
</tr>
<tr>
<td>Evaluation (10)</td>
<td>Does not how plan was evaluated; and Does not provide SWOT analysis from lab partner; and Does not discuss barriers that will make it challenging to implement behavioral changes recommended by education.</td>
<td>Meets two of these three criteria: Evaluates learning objectives; and Evaluates plan instead of learning objectives; and Provides minimal discussion of challenges to implementing recommended behavioral changes, does not include using strengths or motivational factors.</td>
<td>Evaluates learning objectives, but does not support with cues; or SWOT analysis includes 1 of 3 areas (strengths, weaknesses, opportunities for improvement); or provides minimal, basic discussion of how the client could use strengths/motivational factors to overcome barriers to implementing behavioral changes.</td>
<td>Evaluates learning objectives and provides some support with client cues; and SWOT analysis includes 2 of 3 areas; and discusses most factors (strengths, motivational factors) that could be used to overcome client challenges to implementing recommended behavioral changes.</td>
<td>Clearly evaluates learning objectives and supports evaluation with client cues; and provides an accurate SWOT analysis from lab partner; and thoroughly discusses how the client can utilize strengths and motivational factors to overcome challenges of implementing recommended behavioral changes.</td>
<td></td>
</tr>
</tbody>
</table>
# Functional Health Pattern/Health History Assignment Rubric

<table>
<thead>
<tr>
<th>FHP Evaluation</th>
<th>Points out of 5 possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Completes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>entire FHP, summary &amp; Note</strong></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Accurate</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Minimal attempt made to place data in appropriate area of FHP</strong></td>
<td>60% of data is presented in appropriate area of FHP</td>
</tr>
<tr>
<td><strong>Communicates data accurately, concisely, thoroughly</strong></td>
<td>Areas are minimally addressed; details not assessed; includes opinion</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Data not summarized.</strong></td>
<td>Summary is brief, including only ≤50% of significant physical, psychosocial findings; disorganized presentation</td>
</tr>
<tr>
<td><strong>Nurse’s Note</strong></td>
<td></td>
</tr>
<tr>
<td><strong>No note included</strong></td>
<td>Note is incomplete and does not follow approved format</td>
</tr>
</tbody>
</table>

Approved 10.4.2013
School of Nursing  
Northwest Technical College  
Syllabus: ADNG 2000: Focused Populations, 4 credits  
Semester

Contact Information
Name of instructor
Phone, email, fax information
Office hours
Preferred method of contact

Course Description:
Description of the course: This course focuses on nursing care, health promotion, and collaborative interventions for individual and family health and safety for focused populations. Focus areas include maternal/newborn, mental/psychosocial health, and gerian considerations.

PreRequisites: ADNG 1100, ADNG 1150, ADNG 1200
Co-Requisites: ADNG 2100, ADNG 2050, BIOL 2256

NTC Core Competencies addressed:
1. Demonstrate effective communication/interaction skills.
2. Demonstrate thinking/active learning skills.
3. Demonstrate career/computation skills.
4. Demonstrate technology skills.

Program Outcomes:

Human Flourishing
Apply knowledge and skills learned in the program to uphold patients’ right of self-determination and promote holistic well-being of client and family.

Nursing Judgment
Make judgments in practice, supported by evidence, that integrate nursing science in provision of safe, quality care.

Professional Identity
Implement one’s role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.

Course Objectives:
The student will:

Human Flourishing
14. Discuss the role of family, social, and community support in the provision of client care for focused populations.
15. Analyze sexuality variations for focused populations.

Nursing Judgment
16. Provide accurate education for focused population areas.
17. Prioritize care based on Maslow’s hierarchy of needs.
18. Apply the nursing process related to reproductive anatomy and physiology, conception/contraception, fetal development, antepartal care and management of complications for women and families.
19. Apply the nursing process in the provision of intrapartal care and management of complications for women and families.
20. Apply the nursing process in the provision of postpartal care and management of complications women and families.
21. Apply the nursing process in the provision of normal newborn care and management of high risk newborn care.

Professional Identity
22. Value the importance of viewing the client holistically, recognizing the impact of social, behavioral, psychological, spiritual, and cultural influences on the client and families.
23. Relates the legal and ethical standards of professional practice for the client as it relates to mental health nursing.

Nursing Judgment
24. Analyze the cues that indicate the presence of a psychological/psychosocial problem or adaptation to a psychological/psychosocial problem and apply the nursing process in caring for this population.
25. Explore health promotion, maintenance, and restoration modalities distinctive to the gerian.
13. Analyze nursing practice considerations distinctive to the gerian.

Required texts:
eBooks from Elsevier:

ATI Resources:
Gerontology: Fundamentals Review Module
RN Maternal Newborn Review Module
Real Life: Maternal Newborn
RN Mental Health Review Module
Gerontology, Maternal Newborn, Mental Health and Communication Learning System Activities
Practice/Proctored Assessments: Maternal Newborn and Mental Health

Handheld device with Nursing Central Download

Teaching/Learning Methods:
A variety of teaching and learning methods are utilized including lecture in the classroom as well as via recorded format using Panopto lecture capture, case studies, online resources, quizzes and exams, and written assignments. In addition, ATI learning products and ebooks from Elsevier are utilized.

Grading Information

Theory/Exams: (60% of final grade- 200 total points)
- 4 proctored (40 points each)= Total 160 points
  - Unit 1 & 2 Exam
  - Unit 3 Exam
  - Unit 4 Exam
Unit 5 & 6 Exam
- 1 non-proctored open book/notes (20 points) = Total 20 points
- Unit 7

Unit Quizzes (10 questions for each quiz, 0.5 points each question = 20 total quiz points)
- Pregnancy Quiz
- Labor & Birth Quiz
- Psychological Disorders Quiz
- Gerian Quiz

ATI Learning Products
- Learning System activities

Proctored ATI Assessments: (10% of final grade- see proctored ATI grading policy below- 10 points each for total of 20 points)
- RN AMS Maternal Newborn
- RN CMS Mental Health

Assignments: (30% of final grade- 10 points each, 60 total assignment points)
- Pregnancy Case Study
- Crazy Discussion Board #1
- Labor & Birth Case Study
- Crazy Discussion Board #2
- Postpartum/Newborn Case Study
- Crazy Discussion Board #3

* Assignments that demonstrate outcome achievement are identified

Evaluation Grading Standard:
- 100-94% A
- 93.99-86% B
- 85.99-80% C
- 79.99-74% D
- >74% F

The final course grade is based on written examinations, quizzes, and learning activities assigned by the instructor. No rounding of grades will occur during calculation.

Course Expectations/Policies:
- You are subject to all college and program policies. Please refer to your NTC School of Nursing Program Handbook posted in D2L and the NTC College Handbook at http://www.ntcmm.edu/current_learners/learner_services/handbook_policies/pdfs/handbook13_14.pdf for department policies and procedures. You should always refer to these documents.
- Additional Course Policies: (at instructors’ discretion)

Grade Distribution

All grades will be distributed via Desire2Learn Gradebook, and will be available to the learner as soon as grading has taken place. Final grades will be posted on the Web, after course completion and grade determination by the instructor, on the date/time determined by the college Registrar. The
instructor will provide additional information related to the availability of final grades as the course completion date arrives.

**Course Schedule**

The course will begin on ……

Campus Group:
Distance Group: Panopto recording of campus lecture will be available each ….

ATI test dates for Maternal Newborn and Mental Health proctored ATIs will take place with scheduled distance clinical visits. Exact dates/times will be provided at semester start.

**Learner Contributions**

Each student will spend at least 192 hours per semester (12 hours per week) preparing for and participating in this course. Participation in both theory and/or online course activities will be required.

The learner is responsible for any announcements made via the Course Home site on Desire2Learn as well as those made via Panopto or during class/scheduled face to face time with the instructor. The instructor will use these avenues as the primary sources of communication for course correspondence; so it is the learner's responsibility to ensure all messages are received. Messages to individual learners will be delivered via email, using the email address within D2L that you have provided for your enrollment in the course; it is also the learner’s responsibility to check for new email messages daily. PLEASE NOTE: learners must use their home school email account and may not use personal email accounts. Personal accounts are often detected as having possible viruses attached to them, and may be deleted by the NTC email system without the instructor having any knowledge of the email. Use of school email accounts will prevent any of these problems.

In order for the learner to have active participation in the course, the instructor recommends that prep/reading assignments are read before attending class on campus or before accessing the online classroom. This includes reading assigned textbook readings, completing assigned ATI activities, as well as review of all content material in D2L for the weekly focus area. It is impossible to deal with all portions of the assigned areas in the time allotted for this course. This means that the learner must accept responsibility for the material that is not discussed in class. The learner must actively examine the information that is not discussed as well as the material that is discussed. When either class discussion material, text material, or an online document is not clear, it is the learner's right and responsibility to raise the questions that will clarify these points. Additional learning materials may be posted on D2L to enhance learning outcomes, and it is the learner’s responsibility to utilize these tools for learning.

Material presented in class today may be outdated tomorrow. It is crucial that the student be taught the tools to find current up-to-date information. Some exercises will be presented to promote self-learning.
**Proctored ATI Assessment Grading Policy**

**Option One CMS with Two Practice Assessments**

<table>
<thead>
<tr>
<th>Complete Practice Assessment A</th>
<th>Complete Practice Assessment B</th>
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</thead>
<tbody>
<tr>
<td><strong>Remediation (Active Learning)</strong></td>
<td><strong>Remediation (Active Learning)</strong></td>
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<tr>
<td>• Three hours Focused Review</td>
<td>• Three hours Focused Review</td>
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4 pts.

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<tr>
<th>Proctored Assessment</th>
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<tbody>
<tr>
<td>1 hour Focused Review</td>
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<tr>
<td>Three critical points to remember for each question topic to review</td>
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<tr>
<td>2 pts.</td>
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</table>

**Proctored Assessment Retake* (+ 1 additional point if reach program benchmark 2 or above)**

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<thead>
<tr>
<th>No Retake (optional)</th>
<th>No Retake (optional)</th>
<th>Retake recommended</th>
<th>Retake recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Points = 10/10</td>
<td>Total Points = 9/10</td>
<td>Total Points = 7/10</td>
<td>Total Points = 6/10</td>
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</table>

*If the program requires a retake of the Proctored Assessment, and the students meet the program benchmark the student can earn an additional point (for example, a Level 1 student can now achieve an 8/10)*

**Assignments**

All assignments will be due on the assigned date and time as identified in the course schedule and will be handed in on campus during your lab or submitted via the D2L dropbox as indicated/assigned. Graded assignments will be returned as soon as grading has occurred, with a goal to provide learners with feedback within 10 business days.

**Exams**

All exams will be administered online via Desire2Learn. Campus and distance students will be required to complete each course exam using either on-campus proctoring or have their exams proctored remotely via Remote Proctor Now. The instructor and/or proctor will ensure that outside resources have not been used during testing unless otherwise allowed.

1). Students may choose to have all exams proctored on campus, to have all exams proctored by Remote Proctor Now, or a combination approach where both options will be utilized across the semester.

2). Distance students will be encouraged to test on campus for tests occurring within the time where on-campus clinical visits are scheduled.

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Approved 10.4.2013
3). Tests proctored on campus will require the students to schedule an appointment on a designated testing day. The available test dates will be provided at the start of the semester.

4). When Remote Proctor Now is chosen as the testing option, the student will log in directly to Remote Proctor Now in order to access the test. The student will be required to pay a fee of $15.00 per exam, paid by credit card, at the start of each exam.

5). Students will be required to test on a laptop computer that has web camera capabilities with uninterrupted high-speed internet access.

6). Respondus LockDown Browser will be used for exam security during each exam taken on campus.

7). Once the maximum time for the exam has been reached, the learner will receive a zero for each question that was not answered within the allotted timeframe.

8). Exams will allow for a 50 minute testing time in addition to a 5 minute grace/flagged as “late” timeframe. Exams will be formally noted as having exceeded the testing timeframe after a 55 minute timeframe has been reached.

- **Students with Special Needs Statement:**
  
  Upon request this document can be made available in alternate formats. Please contact the instructor (insert) or Sarah Plahn at Disabilities Services at (218) 333-6650. Sarah Plahn’s office is Room 211 at NTC (inside the library); e-mail is sarah.plahn@ntcmn.edu

  Please contact the Disability Services Office ONLY if you have a need for accommodations in this class. All other contact should be with your instructor.

  Students for whom English is a second language, who would like to receive ESL services, will need to meet with Sarah Plahn, Learning Services Director, to set up a Personal Education Plan. English as a Second Language services cannot be provided by the institution without having a current Personal Education Accommodation Plan with Learning Services.

- **Schedule – See course calendar**
School of Nursing  
Northwest Technical College  
Syllabus: Advanced Skills, ADNG 2050, 2 credits (1cr. lect, 1cr lab)  
Semester

Contact Information  
Name of instructor  
Phone, email, fax information  
Office hours  
Preferred method of contact

Course Description:  
PreRequisites: ADNG 1100  
Co-Requisites: BIOL 2256

NTC Core Competencies addressed:  
1. Effective communication/interaction skills  
2. Critical thinking/active learning skills  
3. Self-Development

Program Outcomes/Student Learning Outcomes  
Human Flourishing- Apply knowledge and skills learned in the program to uphold patients’ right of self-determination and promote holistic well-being of client and family.  
Nursing Judgment-- Make judgments in practice, supported by evidence, that integrate nursing science in the provision of safe, quality care.  
Professional Identity- Implement one’s role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.

Course Objectives:  
The student will:  
Human Flourishing  
9. Demonstrate effective communication in the performance of selected skills and procedures

Nursing Judgment  
10. Demonstrate effective use of oxygen equipment and devices that support oxygenation and maintain patency of airway.  
11. Demonstrate successful insertion of intravenous (IV) access devices and management of IV therapy  
12. List principles of enteral versus parenteral nutrition.  
13. Manage enteral tubes and feedings effectively.  

Professional Identity  
14. Examine the professional, ethical, and legal implications of skills performed.  

Spirit of Inquiry  
15. Exercise clinical reasoning and the application of EBP in the performance of selected skills and procedures.  
16. Demonstrate effective use of written and electronic resources.

Required texts:  
Elsevier e-Bundle
Lab Packet (Purchased from Bookstore)

Teaching/Learning Methods:
8. Lecture
9. Demonstration and Return Demonstration
10. Videos
11. Critical thinking activity
12. Group work
13. Printed resources
14. Online resources

Grading Information:

**Exams (approximately 45% of grade)**
- 4 unit exams – 4 X 30 points = 120 points
- Dosage Calculation/Math Exam- Pass/Fail

**Graded Lab Activities (approximately 40% of grade)**

**Skills Validations- Test Out (Student with Instructor in lab)**
*Skills Validation Grading Criteria based on Lab Evaluation Criteria on a 1-4 scale.*
- IV push (peripheral or central line) 12 pts
- Venipuncture (IV Simulator and Mannequin) pass/fail – 3 attempts
  - Enteral Interventions (NG or feeding tube insertion, Troubleshooting NG tube, Discontinuing NG tube, Calculating NG replacement or prescribed feeding) 12 pts

**Video Validation- Test Out (Completed outside of lab time)**
- Porta Cath access with flushing 25 pts

**ATI Assessment and Learning Products (approximately 15% of grade)**

**Proctored Assessments**
- RN Pharmacology 2013 Form B

**Practice Assessments**
- RN Pharmacology Online Practice 2013B

**Tutorials**
- Learning System RN
  - Pharmacology Final
- Pharmacology 2.0
  - Pharmacology Review Module
- Dosage Calculation 2.0
  - Parenteral (IV) Medications
  - Dosages by Weight
  - Pediatric Medications
  - Critical Care Medications
  - Case Studies and Finals

**Skills Modules**
- Blood Administration
- Nasogastric Intubation
- IV Therapy
- Enteral Tube Feedings
- Oxygen Therapy
- Airway Management
- Closed-Chest Drainage
Central Venous Access Device

**Evaluation** Grading Standard:

- 100-94%  A
- 93.99-86%  B
- 85.99-80%  C
- 79.99-74%  D
- >74%    F

**Course Expectations/Policies:**

- You are subject to all college and program policies. Please refer to your NTC School of Nursing Program Handbook posted in D2L and the NTC College Handbook at [http://www.ntcmn.edu/current_learners/learner_services/handbook_policies/pdfs/handbook13_14.pdf](http://www.ntcmn.edu/current_learners/learner_services/handbook_policies/pdfs/handbook13_14.pdf) for department policies and procedures. **You should always refer to these documents.**
- Additional Course Policies: (at instructors’ discretion)
  - Students with Special Needs Statement:
    - Upon request this document can be made available in alternate formats. Please contact the instructor (insert) or Sarah Plahn at Disabilities Services at (218) 333-6650. Please contact the Disability Services Office ONLY if you have a need for accommodations in this class. All other contact should be with your instructor.
  - Social Media Policy
    - NTC respects the right of students/staff to participate in social media; however, the integrity and reputation must be consistent with Bemidji School of Nursing’s mission, and core values. This applies to NTC nursing students when using social media while at work, home, or campus. Student’s/Staff using social media shall not:
      - Disclose NTC entities’, patients’, or affiliates confidential information, or PHI
      - Disclose location, facility type, or any demographic identifier of clinical site
    - Refer to the ASN Nursing Program Handbook for the full policy.
  - Attendance / Emergency Information:
    - In case of an emergency, course requirements may be subject to change.
    - In the event that you become ill or unable to attend class, notify your professors (you may send one email addressed to all your professors). Individual consequences for missed classes are at the instructor’s discretion.
  - Communications:
    - It is the policy of NTC that administrative electronic mail communications between the College and College students shall be done using College assigned electronic mail addresses. It shall be the responsibility of each student to monitor the College assigned electronic mail account for communications from the College.
    - You may expect a response to your communications to faculty within 48 hours during the workweek. Please do not expect faculty responses during weekends.
    - For 16 week web-based courses, it is expected that you will spend the amount of time you would have spent in class plus 2-3 hours of homework/credit each week. Summer courses require a similar amount of work but it will be completed within a shorter period of time (for example 8 week summer courses would require a total of about 36 hours a week).
    - Upon request this document can be made available in alternate formats.
  - Academic Integrity Statement:
    - NTC students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and
misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the College. *Plagiarism is a serious infraction and will result in a major grade penalty or failure in the course.

- **Students with Special Needs Statement:**
  
  Upon request this document can be made available in alternate formats. Please contact the instructor or Sarah Plahn at Disabilities Services at (218) 333-6650. Please contact the Disability Services Office ONLY if you have a need for accommodations in this class. All other contact should be with your instructor.

**Schedule – See course calendar**

**Guidelines and Grading Criteria (Rubrics) For Course Assignments/Rubrics**

ADNG 2050: Advanced Skills  
Evaluation Tool for Video Validation of Porta Cath Access, Flush and Dressing

<table>
<thead>
<tr>
<th>Learner Name:_____ ________________________</th>
<th>Instructor________________________________</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Skill &amp; Point value</th>
<th>Student Evaluation</th>
<th>Instructor Evaluation</th>
<th>Comments: (Student and Instructor) Describe errors, omissions, &amp; areas for improvement. Identify strengths &amp; areas of pride. Data provided should support score.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates professional appearance, language, confidence, mannerism, and attitude. Communicates appropriately with client &amp; avoids talking only to camera. (5)</td>
<td></td>
<td></td>
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<tr>
<td>Performs IV skills accurately and fluently without reliance on index card. Performs all aspects of the assigned skill without breaking sterility (10)</td>
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<tr>
<td>Accurately documents performance and findings for assigned skill utilizing appropriate vocabulary (5)</td>
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<table>
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<tr>
<th>Instructor Evaluation of Student’s Self-evaluation (5)</th>
<th>XXXX XXXX</th>
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<tbody>
<tr>
<td>Final Grade 25 Points Possible</td>
<td></td>
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</table>
## ADVANCED SKILLS (ADNG 2050)

<table>
<thead>
<tr>
<th>Faculty Initial/Date</th>
<th>Nasogastric Tubes (insertion, management, removal)</th>
<th>Portacath (accessing &amp; deaccessing)</th>
<th>Trach Care &amp; Suctioning</th>
<th>IV Therapy (insertion, SL, conversion/removal, IV Push)</th>
<th>Infusions (TPN, Chemotherapy, Titrated Meds, Blood &amp; Blood Products)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment/Planning</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Approaches with confidence and adapts pre-steps for specific skill</td>
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<tr>
<td>Implementation</td>
<td></td>
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<tr>
<td>2</td>
<td>*Creates a safe environment including infection control practices, positioning, &amp; necessary patient education for safe skill performance</td>
<td>*Executes skill accurately with an economy of action and demonstrates the ability to integrate psychomotor and communication skills</td>
<td>Safety Score (Must average &gt; 2.0)</td>
<td>Safety Score (Must average &gt; 2.0)</td>
<td>#DI V/0!</td>
</tr>
<tr>
<td>3</td>
<td><strong>Communication</strong></td>
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<tr>
<td>4</td>
<td>Insures psychological safety and health promotion through age-appropriate patient education adapted for specific scenario</td>
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<td></td>
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</tr>
</tbody>
</table>
5 | Selects priority information to report and document in a concise manner
--- | --- | --- | --- | ---
EVALUATION
6 | Evaluates the effectiveness of nursing action performed
--- | --- | --- | --- | ---
STUDENT PROFESSIONALISM
9 | Demonstrates professional appearance, language, vocabulary, and deportment throughout execution of skill
--- | --- | --- | --- | ---
Skill Sub-Average: #DI V/0! #DI V/0! #DI V/0! #DI V/0! #DI V/0!
ADVANCED SKILLS - Total Average: #DI V/0!

**CLINICAL/LAB PERFORMANCE EVALUATION EXPLANATION**

Learner evaluation will be completed by the end of each semester for all clinical and lab courses. Clinical performance will be graded each day in all evaluation categories except on days or in categories where performance may not be measurable (e.g., observational rotations). Lab performance will be graded for each individual skills test out. The average of the grades entered over the course of the semester shall be interpreted as the grade for the clinical/lab performance. Note: An average of ≥ 2.0 is required in area #3, effective care and infection control, in order to pass the clinical/lab course.

| 4.0 = A | Excellent, outstanding performance. Performance needs little to no prompting or correcting. Principles/concepts are consistently applied and/or adapted. |
| 3.0 = B | Very good, above average performance. Performance needs only occasional prompting or correcting. Principles/concepts are most often applied and/or adapted. |
| 2.0 = C | Satisfactory, average performance. Performance needs occasional prompting or correcting at acceptable levels which do not jeopardize patient safety. Principles/concepts are inconsistently applied and/or adapted. |
| 1.0 = D | Below satisfactory performance. Performance needs unacceptable levels of prompting or correcting which can jeopardize patient safety. Principles/concepts are not applied and/or adapted. |
| 0.0 = F | Failing, totally unacceptable performance. Performance is potentially unsafe due to poor clinical judgment. Safety principles/concepts are not applied to clinical work and/or hours of absence have exceeded the number allowed (refer to program handbook). |
| Incomplete = I | Incomplete grades must be formally requested by the learner one week in advance of the end of the course when a learner knows in advance they will not be able to complete the course in the scheduled time frame (refer to program handbook). |
Not Applicable = NA

Not applicable, or unable to measure. Does not calculate into grade.

**Conversions**

- A = 3.4 - 4.0 (94% - 100%)
- B = 2.6 - 3.3 (86% - 93%)
- C = 2.0 - 2.5 (80% - 85%)
- D = 1.4 - 1.9 (74% - 79%)
- F = ≤ 1.3 (≤ 73%)
- I = Refer to College Handbook regarding Incomplete

**Please note:** There will be NO rounding up on any materials used for student evaluation including exams, assignments and final grades. 80% is the passing standard for evaluation across all Nursing courses. In addition, students must attain a "C" grade or better in any program-required course (including readiness courses, if needed, and general education electives).
Contact Information
Name of instructor
Phone, email, fax information
Office hours
Preferred method of contact

Course Description:
This course will prepare the student to function in the clinical setting as a professional nurse with emphasis on utilization of the nursing process, therapeutic communication, client education, evidence-based practice, and critical thinking. The student will holistically assess, plan, implement, and evaluate care in an effort to promote, maintain, and/or restore health to a variety of patients.

PreRequisites: ADNG 1100, ADNG 1150, ADNG 1200
Co-Requisites: ADNG 2000, ADNG 2050, BIOL 2256

NTC Core Competencies addressed:
1-Effective communication/interaction skills include the development of active reading skills, clear and concise writing skills, active listening skills, and clear and well-organized speaking skills. Social interaction skills include personal awareness, diversity awareness, and teamwork. Mastery of these skills enables learners to better communicate in society and to acquire critical knowledge for understanding and working with others.

2-Critical thinking and active learning skills include the development of active reading, problem-solving, and critical thinking skills. Mastery of these skills prepares learners to effectively deal with the complexities and diversity in personal and work environments and to foster continued intellectual growth.

3-Computation and career success skills include the development of applied mathematical skills and concepts required by careers and/or sciences. Career success skills promote career readiness, professional responsibility, and job seeking skills. Mastery of these skills enables learners to gain satisfying employment and advance within a chosen career field.

4-Technology includes the development of technology skills that enhance technological knowledge, application, and success within a chosen career field. Mastery of these skills provides understanding, appreciation, and application of technology in the workplace, enabling one to respond effectively to technological changes and advancements.

5-Global appreciation and civic responsibility includes the development of skills that enable one to participate in civic activities, make informed, ethical decisions, and appreciate diversity in a globally-interdependent world. Mastery of these skills broadens learners’ perspectives of one’s role and responsibility within the global workplace.

Self-development includes the development of skills that provide

Student Learning Outcomes:
1-Human flourishing- Apply knowledge and skills learned in the program to uphold patients’ right of self-determination and promote holistic well-being of client and family.
2- Nursing judgment- Make judgments in practice, supported by evidence, that integrate nursing science in the provision of safe, quality care.

3- Professional identity- Implement one’s role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.

4- Spirit of inquiry- Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN, 2010).

Course Objectives:

Upon conclusion of this course, the student will:

*Human Flourishing*
8. Demonstrate the ability to establish and maintain a therapeutic relationship with clients experiencing alterations in health.
9. Use the therapeutic relationship and available resources to obtain comprehensive patient data on assigned client and identify changes in condition.

*Nursing Judgment*
10. Identify priority holistic needs of assigned clients based on comprehensive assessment and diagnostic results.
11. Provide care in a confident, compassionate manner that values the individuality of a variety of patients who are vulnerable as the result of alterations in health.

*Professional Identity*
12. Demonstrate effectiveness as a member of the team in an acute care environment.

*Spirit of Inquiry*
13. Utilize self-evaluation and reflection to scrutinize own practice for opportunities for continual growth

14. Examines the evidence that underlies clinical nursing practice

**Teaching/Learning Methods:**
1. Critical Thinking Activities
2. Collaboration
3. Printed Resources
4. Online Resources
5. Written assignments
6. Mentoring
7. Role modeling
8. Pre-post conference discussions
9. Facilitated reflection
10. Demonstration
11. Psychomotor/Nursing Skill Implementation

**Grading Information**

Grading for this course will be Pass/Fail. The passing standard for this ADNG course is a grade of “Pass.”

Course instructors are available by appointment to discuss course grades throughout the semester. Learners who are performing below passing standards:

a. May drop the course if this will benefit the learner’s efforts to be successful in other academic courses.

b. May remain in the course for their learning benefit though they will need to repeat the course in the future.

c. May be asked to leave the clinical setting at any time if the instructor feels they are jeopardizing patient safety.
Assignments Pass/Fail:
- Chronic Disease Comparison Study
- Holistic Assessment & Application of Nursing Process (FHP)
- Evidenced Based Practice APA Paper/Presentation *
- Reflective Journal Assignment #1
- Reflective Journal Assignment #2
- Dosage Calculations Math Competency
- Patient Education Assignment
- Midterm Clinical Performance Evaluation (Self-Evaluation Required)
- Final Clinical Performance Evaluation (Self-Evaluation Required)
* Assignments that demonstrate outcome achievement are identified

Course Expectations/Policies:
- You are subject to all college and program policies. Please refer to your NTC School of Nursing Program Handbook posted in D2L and the NTC College Handbook at http://www.ntcmn.edu/current_learners/learner_services/handbook_policies/pdfs/handbook13_14.pdf for department policies and procedures. You should always refer to these documents.
- Additional Course Policies: (at instructors’ discretion)
- Students with Special Needs Statement:
  - Upon request this document can be made available in alternate formats. Please contact the instructor (insert) or Sarah Plahn at Disabilities Services at (218) 333-6650. Sarah Plahn’s office is Room 211 at NTC (inside the library); e-mail is sarah.plahn@ntcmn.edu
  - Please contact the Disability Services Office ONLY if you have a need for accommodations in this class. All other contact should be with your instructor.
  - Students for whom English is a second language, who would like to receive ESL services, will need to meet with Sarah Plahn, Learning Services Director, to set up a Personal Education Plan. English as a Second Language services cannot be provided by the institution without having a current Personal Education Accommodation Plan with Learning Services.
- Schedule – See course calendar

Guidelines and Grading Criteria (Rubrics) For Course Assignments/Practicums:

<table>
<thead>
<tr>
<th>Chronic Disease Comparison Study Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grading Rubric</strong></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td><strong>Pathophysiology</strong></td>
</tr>
<tr>
<td>Process Leading Up to Development of the Disease</td>
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<tr>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Medical and Surgical Management</td>
</tr>
</tbody>
</table>

Processes leading up to development of the disease. Provides in-depth explanation of disruption of normal cellular, organ, & system processes and the resulting symptoms/manifestations of the disease.

*Physiological Adaptation*  
Clear description of the physiologic changes that occur as the body attempts to restore homeostasis or adapt to pathophysiologic process. Discuss how this dysfunction impacts other significant body systems. Include discussion of associated manifestations/symptoms with complete description of physiology causing these symptoms.

Medical and Surgical Management  
Theoretical description of management of the pathophysiologic problem including rationale based discussion of comprehensive medical management and actual or potential surgical therapies for established standards of care. Inclusion of theoretical laboratory and diagnostic tests with rationale recommended for the identified problem. Insightful and thorough comparison of theoretical description to that of actual medical and surgical management provided for assigned patients. Insightful and thorough analysis and comparison of the similarities and
<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Management</td>
<td>Theoretical description of nursing management of the pathophysiologic problem including rationale based interventions and standards of care. Insightful and thorough comparison of theoretical description to that of actual medical and surgical management provided for assigned patients. Insightful and thorough analysis and comparison of the similarities and differences of actual management for both patients.</td>
<td>Discussion of nursing management is incomplete and does not fully discuss all possible established standards of care. Lacks discussion of rationale based interventions. Little evidence of insight within patient comparison and analysis. Little or no connection of theoretical nursing management to compared patients.</td>
</tr>
<tr>
<td>Diagnostic Tests</td>
<td>Identifies and briefly describes 10 significant diagnostic tests for the assigned pathophysiologic problem. Analyzes significance of test to patient’s problem. Discusses the nursing considerations for each test.</td>
<td>Incomplete description of significant diagnostic tests or lacks relationship of each test to patient problem. Missing discussion of appropriate nursing considerations for each test.</td>
</tr>
<tr>
<td>Medications</td>
<td>Identifies 5 significant medications pertaining to pathophysiologic problem. Includes description of pharmacologic action and classification. Includes rationale for use of medication.</td>
<td>Presents medications irrelevant to primary problem. For significant medications includes an incomplete description of pharmacologic action, classification and rationale for use.</td>
</tr>
<tr>
<td>Reflection of Social, Cultural, and Economic Impact</td>
<td>Critical and accurate reflection of the social, economic, and cultural impact of the disease or illness clearly distinguishes between fact and opinion and includes conclusions with</td>
<td>Summary lacks critical reflection of each focus area with limited conclusion of implications and consequences. Opinions included and lack supporting evidence.</td>
</tr>
</tbody>
</table>
implications and consequences.

*Format
Paper is electronically generated with double spacing. Paper displays professional presentation with few grammar or spelling errors.

Submission does not meet identified satisfactory criteria.

*Citations
Minimum of 3 sources beyond required course/program texts are integrated within assignment with correct APA reference within body of paper and complete APA citation at the end of the paper in reference page format. Sources (publication within 5 years) include scientific and evidenced based references.

Submission does not meet identified satisfactory criteria.

Passing Criteria
Assignment will be graded on a satisfactory/unsatisfactory basis.
Areas identified above with an asterisk (*) are considered critical elements of the assignment and require satisfactory scoring; majority of remaining areas must meet satisfactory criteria.
Initial submission must include evidence of thoughtful and thorough completion of all above areas. It is expected that few revisions will be necessary following instructor evaluation.
Students will be required to resubmit the assignment if satisfactory grade is not earned for first submission. Students will be allowed only one resubmission attempt. Students are encouraged to seek additional feedback, as necessary, from clinical faculty prior to resubmission.
Failure on the second submission will result in automatic course failure.

**Holistic Assessment and Application of Nursing Process (FHP) Grading Rubric**

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Comments</strong></td>
</tr>
<tr>
<td>Data is complete and accurate from chart review and pt./family interview. Additional data is collected through the use of sensitive inquiry, applying knowledge about the individual’s disease and the patient’s circumstances. Any data that is not collected is adequately explained Data is supported by accurate</td>
<td>Incomplete data from chart review and pt./ family interview Omission of data is not explained. There is an absence of sensitive inquiry, reflected in the collection of subjective data. Minimal application of knowledge of the individual’s disease and the patient’s circumstances. Omission or inaccurate identification of stage of development with little or no</td>
</tr>
<tr>
<td>Details with thoughtful reflection. Includes discussion of chronological events leading to hospitalization for each of the health pattern areas. Correctly identifies Erickson stage of Development with description of resolution. Includes evidence of thorough body system assessment grouped in correct health pattern.</td>
<td>Supporting data supporting negative or positive resolution of developmental crisis. Incomplete summarization of body system assessment.</td>
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</tr>
<tr>
<td><strong>Communication of data</strong> accurate, concise, thorough organized</td>
<td>Areas of FHP are thoroughly assessed and communicated factually and concisely with appropriate use of quotes. Uses correct terminology with correct spelling. Electronically generated with professional presentation.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Accurately summarizes all significant findings. Includes strengths as well as weaknesses. Summary is logically, well-organized. Summary leads to development of priority nursing diagnosis.</td>
</tr>
<tr>
<td><strong>Nsg Dx</strong></td>
<td>Correctly identifies priority problem from data presented. Diagnosis is a complete 3-part statement using NANDA terminology.</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Writes two goals using the 5 part statement (subject, measurable verb, condition, criteria, time frame). Goal is individualized and realistic for patient and focuses on resolution of problem.</td>
</tr>
</tbody>
</table>
**Nursing Interventions**
Identifies three evidence-based, patient-centered nursing actions per goal. Interventions are directed at achieving the goal.

Incomplete list of interventions. Interventions are not patient-centered or are not based on current evidence. Interventions are not related to the goal or are not nursing actions.

**Rationale**
Rationales are provided for each intervention. Rationales are comprehensive, scientific or evidence-based, with citation of source. Rationales clearly and succinctly identify why the intervention was selected.

Rationales are not based on scientific theory. Incomplete documentation of evidence-based rationale for each nursing intervention. Rationales lack citation of source.

**Evaluation**
Accurately describes evaluative criteria that would determine if goal was or was not met. Evaluates the goal as written.

Does not state evaluative criteria that would be used to measure goal achievement. Evaluates the interventions rather than the goal. Establishes criteria not evident in the goal.

**Reflection Question**
Writes a minimum of 1 paragraph per reflection question. Thoughtfully considers barriers that impede health promotion efforts. Reflects on how barriers contribute to the development of the current health status. Analyzes how health disparities impact self-concept.

Submits only 1-2 paragraphs with minimal evidence of reflective thought. Does not completely address all questions. Unable to identify barriers to health promotion or relate how barriers affect current health status. Lacks or minimally analyzes impact of health disparity on sense of self.

---

### Passing Criteria:
Assignment will be graded on a satisfactory/unsatisfactory basis.

*These areas are considered critical elements of the assignment and require satisfactory scoring. Majority of remaining areas must meet satisfactory criteria.

Initial submission must include evidence of thoughtful and thorough completion of all above areas. It is expected that few revisions will be necessary following instructor evaluation.

Students will be required to resubmit the assignment if satisfactory grade is not earned on first submission. Students will be allowed only one resubmission attempt. Students are encouraged to seek additional feedback, as necessary, from clinical faculty prior to resubmission.

Failure on the second submission will result in automatic course failure.

**EVIDENCED BASED PRACTICE RUBRIC**

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Nursing Interventions</td>
<td></td>
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<tr>
<td>Rationale</td>
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<tr>
<td>Evaluation</td>
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<tr>
<td>Reflection Question</td>
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</tr>
<tr>
<td><strong>Introduction/Conclusion</strong></td>
<td>Introduction concisely describes the purpose and direction of the paper. Clearly states the intervention being examined and provides some relevant statistics or facts to engage reader interest. Topic is clearly a nursing intervention. Well-constructed summary of current and rival practice that ties paper together in the conclusion.</td>
<td>Introduction is excessively long, bringing in data better presented elsewhere in the paper. Does not state purpose or direction for paper. Incomplete summarization of the current practice and the rival practice that lacks conclusion to tie the paper together.</td>
<td></td>
</tr>
<tr>
<td><strong>Nursing Interventions &amp; History of Practice</strong></td>
<td>Clearly describes a relevant nursing intervention. Supportive &amp; congruent rationale for choosing the time honored nursing intervention defined. Considers the roots of the practice and/or previous research. Provides background for intervention. Identifies the “current” practice and the “rival” practice.</td>
<td>Omission or inaccurate identification of an appropriately identified nursing intervention. Absence of inquiry, reflected in the literature review. Minimal application of knowledge of the current state of knowledge on the time honored nursing intervention. Does not identify both a current and rival practice.</td>
<td></td>
</tr>
<tr>
<td><strong>Research &amp; Analysis of Data</strong></td>
<td>Accurately summarizes all significant findings found from literature review regarding rival practice. Includes strengths as well as weaknesses. Summary leads to development of concrete stance on utilization of nursing intervention for best practice. Analyzes current research that supports and contradicts the continued use of the current nursing intervention. Analysis supported by referencing the literature. In reporting the findings, include statistical information when appropriate. After analyzing the research for all potential positions, clearly describe the stance you recommend based upon the research, using best practice as</td>
<td>Research selected is not relevant to the argument or is vague and incomplete. Theory is not relevant or only relevant for some aspects. Theory is not clearly articulated; Relationship between theory, research, &amp; practice is unclear or inaccurate, major errors in logic are present. Pros and cons are not clear or defined. Little or no supporting data arguing for or against continuing or discontinuing the nursing intervention. Lack of analysis and summarization of literature findings on both supportive and contradictive reasons to continue the nursing intervention. Position is vague. Organization of argument is missing, undefined, or not consistently maintained.</td>
<td></td>
</tr>
<tr>
<td><strong>Barriers and Recommendations</strong></td>
<td>Thorough analysis of barriers that prevent your recommended evidenced based best practice nursing intervention from being implemented. Provides at least 4 recommendations for overcoming the potential barriers.</td>
<td>Shallow analysis of barriers identified in research that prevent or hinder the implementation of the evidenced based best practice nursing intervention. Unable to provide multiple strategies for overcoming potential or existing barriers.</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Style</strong></td>
<td>Paper is coherently organized and the logic is easy to follow. There is minimal spelling or grammatical errors. Terminology is clearly defined, avoids jargon or personal opinion. Writing is clear, concise, and persuasive. Paper follows APA writing style. Meets requirements: 6 to 8 pages of text (not including the title and reference pages), at least 7 scholarly references, with 5 citations within the last 5 years. Includes Title and reference page in correct APA format.</td>
<td>Paper is poorly organized, difficult to read – does not flow logically from one part to another. Frequent spelling or grammatical errors. Frequent mechanical errors such as inconsistencies in language or verb tense and poor sentence structure distract the reader. Writing is unclear with excess verbage. Does not follow APA writing style or cite sources using APA format in text. Reference page does not follow APA format. Less than 5 scholarly journals cited. Title or Reference page does not follow APA format. Lacks the minimum five page requirement.</td>
<td></td>
</tr>
<tr>
<td><strong>Post-conference Presentation</strong></td>
<td>Presentation of research topic as is logical, organized and thoroughly presents all sections of assignment included above. Presentation style reflects professional approach and evidence of thoughtful and confident delivery.</td>
<td>Presentation lacks organization and provides limited or lacking detail of assignment sections. Presentation style lacks professionalism, thoughtfulness and confidence.</td>
<td></td>
</tr>
</tbody>
</table>

**Satisfactory Criteria**
Assignment will be graded on a satisfactory/unsatisfactory basis.

* These areas are considered critical elements of the assignment and require satisfactory scoring. A majority of remaining areas must be completed with a satisfactory score in order to pass the assignment.

Initial submission must include evidence of thoughtful and thorough completion of all above areas. It is expected that few revisions will be necessary following instructor evaluation.
Students will be required to resubmit the assignment if satisfactory grade is not earned upon first submission. Students will be allowed only one resubmission attempt. Students are encouraged to seek additional feedback, as necessary, from clinical faculty prior to resubmission. Failure on the second submission will result in automatic course failure.

**Patient Education**

**Grading Rubric**

<table>
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<tr>
<th>Satisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>Narratively describes cues indicating patient’s readiness to learn. Uses comprehensive assessment data to determine at least 2 priority learning needs. Identifies at least 3 factors that impact patient’s learning ability (consider learning barriers and motivational factors)</td>
<td>Unable to objectively describe indicators for learning. Identifies only one learning need or does not identify priority learning need. Does not sufficiently discuss factors that impact learning.</td>
</tr>
<tr>
<td><strong>Diagnosis</strong></td>
<td>Based on assessment, accurately identifies teaching priorities to thoroughly meet identified learning needs. Correctly writes a 5 part learning objective for each identified learning goal (minimum of 2).</td>
<td>Recognizes some, but not all, teaching priorities, so learning need is not sufficiently addressed. Learning objectives are not written correctly with subject, measurable verb, criteria, condition, and time frame or only writes one.</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Provides a handout for patient that is appropriate for patient’s educational level, developmental level, and cultural considerations. Information on handout is supported by credible resources. Handout is sufficient to guide the education and provides a “take home” reference for the patient. Provides referral to other community or online support services with handout.</td>
<td>Handout was not created using credible sources. Handout is not individualized for patient’s educational level, developmental level, or cultural considerations. Information on handout does not sufficiently guide education or provide a reference for the patient. No referral for further support was provided.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Narratively describes how the learning objective(s) were evaluated to determine that learning need was met. Critically analyzes strengths/weaknesses as an educator and discusses opportunities for improvement.</td>
<td>States objective(s) were met, but does not state how they were evaluated or support with cues. Self-evaluation is brief and does not discuss strengths, weaknesses, and opportunities for improvement.</td>
</tr>
</tbody>
</table>
Satisfactory Criteria
- Assignment will be graded on a satisfactory/unsatisfactory basis.
- *These areas are considered critical elements of the assignment and require satisfactory scoring
- A majority of remaining areas must be completed with a satisfactory score in order to pass the assignment.
- Initial submission must include evidence of thoughtful and thorough completion of all above areas. It is an expectation that few revisions may be necessary following instructor evaluation.
- Students will be required to resubmit the assignment if satisfactory grade is not earned for first submission. Students will be allowed only one resubmission attempt. Students are encouraged to seek additional feedback, as necessary, from clinical faculty prior to resubmission.
- Failure for the second submission will result in automatic course failure.

Reflection Journal Entries on Nursing Judgment
Grading Rubric

<table>
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<tr>
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</tr>
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<tbody>
<tr>
<td>Completeness</td>
<td>All questions are answered thoroughly with evidence of thoughtful reflection. Specific clinical examples include detailed explanation of experience and are relevant to discussion question.</td>
<td>Reflection lacks discussion of all questions or has limited or incomplete responses. Clinical examples provided are limited or lack relation to discussion question.</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>Discussion draws upon self-knowledge, self-awareness and past experienced to create or discover ideas that are new. Discussion reflects evidence of personal growth through reflection of clinical experiences.</td>
<td>Reflection is vague, does not draw upon self-knowledge, self-awareness, or demonstration of a higher level of thinking. Lacks evidence of personal growth through reflection.</td>
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</table>


Level 2: **Clinical Performance Evaluation**

Student: ___________
(S= Satisfactory; U=Unsatisfactory; N= Needs Improvement)
### HUMAN FLOURISHING

**Apply knowledge and skills learned in the program to uphold patients’ right of self-determination and promote holistic well-being of client and family.**

- Uses therapeutic communication to develop a therapeutic relationship
- Utilizes the therapeutic relationship to promote optimal health
- Seeks out appropriate information in a sensitive manner
- Validates and clarifies information with available sources
- Documents comprehensive patient information completely, accurately, and concisely in a timely manner in written or electronic health record
- Identifies educational priorities, determines objectives, provides client-centered education, and evaluates effectiveness of education
- Delivers care in a manner that protects patient autonomy, dignity, and rights
- Identifies situations requiring advocacy and collaborates to identify potential solutions
- QSEN#1 Provide patient-centered care

### NURSING JUDGMENT

**Make judgments in practice, supported by evidence, that integrate nursing science in the provision of safe, quality care.**

- Incorporates biological, psychological, social, spiritual, cultural, developmental, environmental and economic factors in the development of the plan of care.
- Utilizes knowledge of nursing theory and supportive courses in the planning of care
- Utilizes effective judgment to address priority holistic client needs
- Implements and/or delegates evidence-based interventions in a safe, efficient, resourceful manner
- Assists patient/significant others in understanding the rationale for interventions provided
- Utilizes clinical reasoning in all aspects of care delivery
- Modifies care based on assessment findings
- Remains effective with assignment changes or additions in a variety of clinical environments
- Prioritizes care activities appropriately to accomplish care in an effective, efficient manner
- Participates in personal and organizational continuous quality improvement opportunities
- QSEN#2- Safety, Patient and Healthcare Provider
- QSEN#3- Informatics

### PROFESSIONAL IDENTITY

**Implement one’s role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.**

- Adheres to the Nurses Code of Ethics and the Patient’s bill of Rights, practicing within the legal and ethical scope of professional nursing
- Professional behavior promotes a positive image of nursing
- Uses appropriate communication /chain of command to address concerns and consult with members of the healthcare team
- Maintains appropriate professional boundaries
- Exhibits behaviors associated with professional leadership such as consistency, professional communication, assertiveness, and initiative
- Mitigates the influence of value conflicts in professional practice
- Respects patient as a human being without regard to illness, life choices or circumstances
- Protects patient autonomy, dignity, and rights throughout delivery of care
- Protects patient confidentiality both inside and outside the healthcare delivery system
- Consults the appropriate member of the health care team in a timely manner with significant patient findings
- Takes the initiative and accepts responsibility for the learning process
- Evaluates professional growth, incorporating feedback from mentors to continually improve practice
- Provides constructive feedback in a manner that facilitates growth
- Reports errors promptly and takes appropriate corrective action as a member of the team
- Engages in teamwork as team player and team builder
- QSEN#4 - Teamwork and Multi-disciplinary Collaboration

### SPIRIT OF INQUIRY

<table>
<thead>
<tr>
<th>Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN, 2010).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examines the evidence that underlies clinical nursing practice</td>
</tr>
<tr>
<td>Employs a widening knowledge base in care planning and team discussions</td>
</tr>
<tr>
<td>Supports necessary change and actively participates in activities that facilitate change</td>
</tr>
<tr>
<td>Ensures continuity of care and safety through delegation</td>
</tr>
<tr>
<td>Supervises and oversees care delivery to ensure quality holistic care within context of student role</td>
</tr>
<tr>
<td>Coordinates care based on the uniqueness of the patient in collaboration with team members</td>
</tr>
<tr>
<td>Demonstrates ability to disagree diplomatically and objectively considers opposing opinions</td>
</tr>
<tr>
<td>Examines alternate conflict management strategies, employing the most effective strategy for the given situation</td>
</tr>
<tr>
<td>Utilizes self-evaluation and reflection to scrutinize own practice for opportunities for continual growth</td>
</tr>
<tr>
<td>Utilizes constructive feedback to promote improved quality of care</td>
</tr>
<tr>
<td>Examines the status quo for opportunities requiring individual or community action</td>
</tr>
<tr>
<td>Generates questions that promote creative, innovative care approaches</td>
</tr>
<tr>
<td>Derives meaning from the work of others and integrates this knowledge into clinical practice</td>
</tr>
<tr>
<td>QSEN #5 - Quality Improvement</td>
</tr>
<tr>
<td>QSEN #6 - Evidence based practice</td>
</tr>
</tbody>
</table>

### Recommendations for Improvement:

Faculty Signature/Title _________________________________ Date ______________

Student Signature _____________________________________ Date ______________
School of Nursing
Northwest Technical College
Syllabus: ADNG 2150 Nursing II, 3 credits (Lecture)
Semester: Spring 2015

Contact Information
Name of instructor
Phone, email, fax information
Office hours
Preferred method of contact

Course Description:
This course explores the complex pathophysiological processes related to immunologic function, cardiovascular function, and the integration and regulation of the human system. Learners will use assessment data to evaluate critical patient indicators as the basis for prioritizing care. Learners will examine expected medical and nursing management of clients experiencing disruptions in health. The nursing process, clinical reasoning, and EBP nursing actions are integrated throughout the course, forming the foundation for assisting clients across the lifespan experiencing disruptions in the health-illness continuum.

PreRequisites: ADNG 2000, ADNG 2100, ADNG 2050
Co-Requisites: ADNG 2200, ADNG 2050, ADNG 2250, BIOL 2256

NTC Core Competencies addressed:
2-Critical thinking and active learning skills include the development of active reading, problem-solving, and critical thinking skills. Mastery of these skills prepares learners to effectively deal with the complexities and diversity in personal and work environments and to foster continued intellectual growth.

Student Learning Outcomes addressed in this course:
1-Human flourishing- Apply knowledge and skills learned in the program to uphold patients’ right of self-determination and promote holistic well-being of client and family.
2- Nursing judgment- Make judgments in practice, supported by evidence, that integrate nursing science in the provision of safe, quality care.
4-Spirit of inquiry- Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN, 2010).

Course Objectives:
The student will:
Human Flourishing
8. Identify priorities in the management of care to promote optimal outcomes in a variety of clients experiencing alterations in health.
9. Identify opportunities for health promotion and disease prevention in clients across the lifespan.
Nursing Judgment
10. Identify critical patient indicators indicating need for nursing or collaborative intervention.
11. Analyze laboratory data of patients with acute and/or complex health problems
12. Discuss pharmacological and non-pharmacological therapy related to the nursing care of patients experiencing alterations in health.
Spirit of Inquiry
13. Provide accurate rationales for nursing and collaborative care provided to clients across the lifespan.
Evaluate the effectiveness of nursing interventions and collaborative care provided to individuals across the lifespan.

**Required texts:**
*978-0-323-08376-8*  
*978-0-323-06580-1*  
*All texts have been previously purchased and are included in the PageBurst E-bundle from Elsevier*

**Teaching/Learning Methods:**
1. Power point lectures (recorded)  
2. Group learning activities  
3. Classroom discussion and application exercises  
4. Turning point live classroom quizzing (recorded)  
5. Online synchronous reviews

**Grading Information**
Your final grade is based on total accumulation of points from exams, quizzes, and assessments. It is important to note that the majority of points will come from exams. Passing scores on exams must be achieved in order to succeed in the course. Learners must achieve an 80% average in order to pass the class. **No rounding of grades will occur during calculation.** You will not be permitted to submit extra credit assignments to remediate a failing grade

**7 unit exams and a cumulative final worth a total of *300 pts (75% of final grade)**
- Exam 1 Immune Problems 40 pts  
- Exam 2 Cancer 40 pts  
- Exam 3 Cardiac 40 pts  
- Exam 4 Vascular, Hypertension, and Dysrhythmias 40 pts  
- Exam 5 Endocrine Problems 40 pts  
- Exam 6 Diabetes 40 pts  
- Exam 7 Neurological 40 pts  
* The lowest unit exam will automatically be dropped from grade calculations  
- Exam 8 Final Cumulative Exam 60 pts  
This grade can not be excluded from final course grade calculation.

**4 quizzes worth a total of 20 pts. (5% of final grade)**

**ATI Proctored Assessments: 40 points (10% of final grade)**
- RN Nursing Care of Children 2010 Form B (20 points)  
- RN Adult Medical Surgical 2010 Form B (20 points)  

**ATI Practice Assessments: 20 points (5% of total grade)**
- RN Nursing Care of Children Online Practice 2013 B  
- RN Adult Medical Surgical Online Practice 2010 B  
- Targeted Medical-Surgical 2010: Neurosensory and Musculoskeletal (5 points)  
- Targeted Medical-Surgical 2010: Immune (5 points)  
- Targeted Medical-Surgical 2010: Endocrine (5 points)  
- Targeted Medical-Surgical 2010: Cardiovascular (5 points)
ATI Tutorials:

Real Life:
Real Life RN Nursing Care of Children-
  - Type 1 Diabetes Mellitus
  - Well Child
Real Life RN Medical Surgical-
  - Urinary Tract Infection
  - C Difficile

ATI Learning System RN: 20 points (5% of total grade)
Practice Tests- (30 questions)- 1 point each ( 8 total points)
  - Medical-Surgical: Musculoskeletal
  - Medical-Surgical: Neurosensory
  - Medical-Surgical: Oncology
  - Fundamentals 2
  - Medical-Surgical: Endocrine
  - Nursing Care of Children 2
  - Medical-Surgical: Cardiovascular and Hematology
  - Medical-Surgical: Immune and Infectious
Finals- (50 questions)- 3 points each (12 total points)
  - Fundamentals Final
  - Nursing Care of Children Final
  - Medical Surgical Final
  - NCLEX Final

Summary:
7- 40 point Unit Exams (drop the lowest grade)= 240 Points
1- 60 point Cumulative Final Exam= 60 Points
4- 5 point Quizzes= 20 Points
4- ATI Practice Assessments 5 points each= 20 Points
2- ATI Proctored Assessments 20 points each= 40 Points
ATI Learning System Assessments= 20 Points
8- Practice Assessments 1 point each (8 points)
4- Final Assessments 3 points each (12 points)
TOTAL= 400 points

Evaluation Grading Standard:
100-94%  A
93.99-86%  B
85.99-80%  C
79.99-74%  D
>74%  F

Course Expectations/Policies:
  o You are subject to all college and program policies. Please refer to your NTC School of Nursing Program Handbook posted in D2L and the NTC College Handbook at http://www.ntcmn.edu/current_learners/learner_services/handbook_policies/pdfs/handbook13_14.pdf for department policies and procedures. You should refer to these documents for Program expectations.

Definitions:
o **Quiz:** A short test designed to assess preparation for an exam. These may be taken at home. Notes, textbooks, and electronic resources may be used to complete the quiz. Questions are worth 0.5 points each. Discussion of quiz questions between peers is acceptable. These should be viewed as learning aids rather than tests. End dates posted in D2L are final and quizzes will not be re-opened if the submission deadline is missed. Quizzes comprise 15% of your total course grade.

o **Exam/Test:** These are designed to assess mastery of the unit content and clinical reasoning skills. All exams are taken in a proctored environment without use of books, notes, or electronic resources. Backpacks, jackets, and cell phones must be stored away from the testing area. Exams will be timed at 1.5 minutes per question. All exams are taken electronically through Respondus Lockdown Browser, which restricts right clicking, printing, copying, or opening any other window during the examination. Questions will primarily be at the application &/or analysis level. Exam questions will focus on understanding of the pathophysiology, recognizing the manifestations of the condition, and prioritizing appropriate medical and nursing interventions.

o **Assessments:** These are NCLEX-style multiple choice assessments of specific content administered through the ATI testing site. Assessments may be proctored or non-proctored. ATI will comprise 10% of your total course grade.

**Additional Course Policies:**

- Learners must use their NTC email account for all course communication. Personal accounts may be deleted by the NTC email system without the instructor having any knowledge of the email.
- Printing will not be permitted in the classroom once class begins.
- Demonstrate respect for fellow learners and participate in maintaining a safe, effective learning environment.
- Instructors reserve the right to disallow a student from entering the classroom late once an exam is underway. The door will be locked at the start of the exam to provide an un-interrupted testing environment.
- Class time will not be used to discuss exams. If you have concerns, or wish to better understand the rationale for the correct answer, you may stay after class to discuss the exam. Late exams and assignments will receive an automatic, non-negotiable 10% deduction in points.
- Exceeding time limit on exams will result in automatic, non-negotiable 10% reduction in points
- Learning units, quizzes, and exams are not available prior to dates on calendar.
- Student access to exams is limited to the periods of testing and scheduled reviews in secure environments. Students will not be allowed to review Midterm and Final exams.
- Tests are secure materials and the property of the NTC Nursing Program. It is illegal to reproduce these materials in any form, to have access to secure materials outside of the classroom, or to release secure materials to students or any other individual or group.

**Students with Special Needs Statement:**

Upon request this document can be made available in alternate formats. Please contact the instructor (insert) or Sarah Plahn at Disabilities Services at (218) 333-6650. Please contact the Disability Services Office ONLY if you have a need for accommodations in this class. All other contact should be with your instructor. Students for whom English is a second language, who would like to receive ESL services, will need to meet with Sarah Plahn, Learning Services Director, to set up a Personal Education Plan. English as a Second Language services cannot be provided by the institution without having a current Personal Education Accommodation Plan with Learning Services.

**Schedule – See Course calendar**
Syllabus: ADNG 2250 Leadership, 2 credits (Lecture)
Spring 2015

Contact Information
Name of instructor
Phone, email, fax information
Office hours
Preferred method of contact

Course Description:
This course prepares the learner to function in a multi-disciplinary, multicultural, dynamic environment. Scope of practice and role differentiation of health care practitioners is explored. The principles of leadership-management, delegation-supervision, teaching-learning, evidence-based practice, conflict management, and change are presented in the context of assimilating the ethics and standards of the profession.

PreRequisites: ADNG 1100, ADNG 1150, ADNG 1200
Co-Requisites: ADNG 2100, ADNG 2050, BIOL 2256

NTC Core Competencies addressed:
1. Effective communication/interaction skills include the development of active reading skills, clear and concise writing skills, active listening skills, and clear and well-organized speaking skills. Social interaction skills include personal awareness, diversity awareness, and teamwork. Mastery of these skills enables learners to better communicate in society and to acquire critical knowledge for understanding and working with others.

3. Computation and career success skills include the development of applied mathematical skills and concepts required by careers and/or sciences. Career success skills promote career readiness, professional responsibility and job seeking skills. Mastery of these skills enables learners to gain satisfying employment and advance within a chosen career field.

5. Global appreciation and civic responsibility includes the development of skills that enable one to participate in civic activities, make informed, ethical decisions, and appreciate diversity in a globally-interdependent world. Mastery of these skills broadens learners’ perspectives of one’s role and responsibility within the global workplace.

Student Learning Outcomes addressed in this course:
2. Nursing judgment - Make judgments in practice, supported by evidence, that integrate nursing science in the provision of safe, quality care.

3. Professional identity - Implement one’s role as a nurse in a manner that reflects the ideals of the profession while developing an identity committed to evidence-based practice, in the provision of compassionate, culturally sensitive, holistic care to a diverse population.

4. Spirit of inquiry - Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN, 2010).

Course Objectives:
The student will:

Nursing Judgment
12. Analyze various conflict situations to determine the most effective resolution strategy.
13. Apply principles of prioritization and time management to the provision of nursing care in the clinical setting.
14. Discuss staffing patterns and assignments.
15. Examine organizational change and the principles of change theory as they relate to the healthcare setting.
   Professional Identity
16. Discuss application of leadership-management theory to the healthcare setting.
17. Discuss application of delegation-supervision in the multidisciplinary healthcare setting.
18. Describe the leadership and member roles in team-building and motivation.
19. Analyze legal/ethical issues as they apply to the professional role.
   Spirit of Inquiry
20. Demonstrate the ability to apply teaching-learning theory to the development of effective teaching plans.
21. Apply quality management principles to clinical situations and examine risk management strategies in quality management programs.
22. Explore career opportunities, job seeking skills, and transition into the workforce.

Required texts*
ISBN# 978-0-323-08376-8
ISBN# 978-0-323-06977-9
*All texts are previously purchased as an E-bundle from Elsevier using Pageburst

Teaching/Learning Methods:
1. Lecture using PowerPoint and lecture capture
2. Group learning activities
3. Turning point live classroom quizzing (recorded for distance)
4. Online synchronous and/or asynchronous discussion
5. Study guides
6. Printed and online resources
7. Videos
8. Critical Thinking Activities

Grading Information:

Exams: 150 possible points
5 Unit Exams (30 points each) = 150

Assignments: 55 points
- Staff Education Plan: 25 points
- Interpersonal Reflection Assignment: 10
- Delegation/Prioritization Case Study Quiz: 10 points
- Conflict Case Studies: 10 points

ATI Products: 30 points
Tutorials: 5 points
Learning System:
- RN Leadership Test 1 (1 point)
- RN Leadership Final (1 point)
Nurse’s Touch: (3 points)
• Becoming a Professional Nurse- All 4 modules: Profession and Professional Identity, Professional Nursing Practice, Professional Behaviors in Nursing, and Socialization into Professional Nursing

Practice Assessments: 5 points
• RN Leadership Practice (2 points)
• RN Comprehensive Predictor Practice (1 points)
• Nurse’s Touch: Becoming a Professional Nurse (2 points)

Proctored Assessments: 20 points
• Critical Thinking- Exit Exam (10 points)
• *RN Leadership Assessment (10 points)

SUMMARY:
5 Unit Exams (30 points each) 150 points
5 Course Assignments 55 points
3 ATI Tutorials 5 points
3 Practice Assessments 5 points
2 Proctored Assessments 20 points

Total Possible Points: 235
*Student Possible Points: 235
*Student Learning Outcome Assignment for measuring Nursing Judgment

Evaluation Grading Standard:
100-94% A
93.99-86% B
85.99-80% C
79.99-74% D
>74% F

Course Expectations/Policies:
• You are subject to all college and program policies. Please refer to your NTC School of Nursing Program Handbook posted in D2L and the NTC College Handbook at http://www.ntcmn.edu/current_learners/learner_services/handbook_policies/pdfs/handbook13_14.pdf for department policies and procedures. You should always refer to these documents.
• Additional Course Policies: (at instructors’ discretion)

• Students with Special Needs Statement:
  Upon request this document can be made available in alternate formats. Please contact the instructor (insert) or Sarah Plahn at Disabilities Services at (218) 333-6650. Please contact the Disability Services Office ONLY if you have a need for accommodations in this class. All other contact should be with your instructor. Students for whom English is a second language, who would like to receive ESL services, will need to meet with Sarah Plahn, Learning Services Director, to set up a Personal Education Plan. English as a Second Language services cannot be provided by the institution without having a current Personal Education Accommodation Plan with Learning Services.

• Schedule – See course calendar
• List of topics covered
• Readings and other assignments due
• Dates linked to information listed above

Approved 10.4.2013
o Dates of vacations or when class will not be held
o Assignments that demonstrate outcome achievement are identified

**Guidelines and Grading Criteria (Rubrics) For Course Assignments/Practicums:**

Assignments and rubrics are developed. Posted in Syllabi folder.
Appendix G  Curriculum Assessment Process

Roles: Curriculum committee, Course faculty, all faculty

Definitions:
- Starter syllabus: Syllabus template for each course written in nursing’s standard syllabus format and including those elements that stay with the course or changed through the nursing curriculum committee i.e. ACEN outcome assignments.

“Starter” syllabus available in J drive for each class including “hardwired” components

When starting a course:
- Access current starter syllabus (J drive)
- See last course eval for changes recommended (J drive - course evals)
- Generate syllabus and file (J drive - course syllabi)

When course ends:
- Complete faculty course eval document- one document per course/semester if same faculty teach several sections OR if 1 course team taught.
- If multiple faculty teach different sections (no course components shared), each completes 1 course eval
- Record outcomes of essentials assignments
- Recommend changes to the course components or activities
- File course eval in J-drive (course evals)

Incorporate curricular changes into assessment plan, course “starter” syllabi, and Taskstream

Organize annual faculty curriculum retreat, including program, alumni, employer, and appropriate course evaluation data. Plan to address improvements or changes needed to curricula

Review course evals annually per schedule
- record outcomes of essential’s assignments in Taskstream
- assess whether recommended changes have been made
- address recommendations for change affecting other courses or curriculum
- document process in minutes and Taskstream

Approved 10.4.2013
### Appendix H: Student Course Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course objectives and expectations were clearly presented in the syllabus.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>2</td>
<td>Guidelines for assignments were clearly written.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>3</td>
<td>Assigned readings contributed to learning.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>4</td>
<td>Content of course was well organized and relevant.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>5</td>
<td>The learning environment was caring and respectful.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>6</td>
<td>Critical reflection and problem-solving were encouraged.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>7</td>
<td>The scope and depth of the course were appropriate for my ability and experience.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>8</td>
<td>Course requirements were reasonable in relation to the number of credits.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>9</td>
<td>Audio-visual and other educational resources added to the learning experience.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>10</td>
<td>Assignments and activities were relevant and contributed to my learning.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>11</td>
<td>The course was interactive and participative.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>12</td>
<td>The course encouraged self-directed learning.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>13</td>
<td>What facilitated your learning in this course?</td>
<td>Essay Question</td>
</tr>
<tr>
<td>14</td>
<td>What made learning difficult for you?</td>
<td>Essay Question</td>
</tr>
<tr>
<td>15</td>
<td>What suggestions do you have for future offerings of this course?</td>
<td></td>
</tr>
</tbody>
</table>
Essay Question

Question 16

Overall, this course was
Answer options: Excellent; Good; Average; Fair; Poor
Appendix I: Faculty Course Evaluation
Department of Nursing
Northwest Technical College
COURSE EVALUATION by FACULTY

Course/Section: ____________________________ Semester: ____________________________
Year: ____________________________
Faculty: ____________________________
Return rate on student survey: (#surveys/ # enrolled) __

Please check the box that represents your agreement with each statement.

SA=Strongly Agree   A=Agree   N=Neutral   D=Disagree   SD=Strongly Disagree   NA=Not Applicable

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>S</th>
<th>A</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The course objectives support the identified student learning outcomes of the program. (4.2)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Identified Student learning outcomes, Course objectives, and course expectations are clearly presented in the syllabus.</td>
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<td></td>
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<tr>
<td>3.</td>
<td>Content of the course is well organized and relevant to course objectives.</td>
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<tr>
<td>4.</td>
<td>Course instruction and learning activities support successful accomplishment of course objectives. (4.2)</td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>Instructional resources such as texts, online sites, assignments, and audio-visual materials contribute to learning.</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Concepts of diversity and global perspectives are presented. (4.5)</td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>Evaluation methods are varied and appropriate for course objectives. (4.7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The learning environment is caring and respectful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Students are provided resources empowering them to be self-directed learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Critical reflection and problem-solving are encouraged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Course requirements are reasonable in relation to the number of credits. (4.8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ONLINE ONLY: Learning activities, instructional materials, and evaluation methods were appropriate for the online format and consistent with the student learning outcomes. (4.12)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1. Faculty comments on the above items:

2. Implications from Course Evaluation by Students (Use SWOT format):
   - Strengths-
   - Weakness-
   - Opportunities-
   - Threats-

3. If there is an outcome assignment that demonstrates student learning outcome(s) attached to this course, state level of student achievement on assignment as a percentage of students who achieved 80% or above on the assignment.
4. State how instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice

5. Evaluate course changes/adaptations that were implemented based on recommendations from previous course evaluations by students and faculty:

6. Recommendations for future course offerings:

7. Projected Needs: (Forward requests for purchase of new equipment to the Resources Committee)

Please attach:
- Cumulative Results of Course Evaluation by Students with comments
- Course Syllabus
## Appendix J: Faculty Course Evaluation Summary

**Summary of Faculty Course Evaluation (Template)**

**NTC Course Evaluation Summary**  
**Date:** ___

### Reference


### Course ID: S/U | Comments:
--- | ---
**Course Evaluations available (List Year/semester)** |  
**4.2 Critical outcome assignment meets established target** |  
**4.5 The course includes cultural, ethnic, and socially diverse concepts; may also include experiences from regional, national, or global perspectives.** |  
**4.6 Instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.** |  
**4.7 Evaluation methods vary and are consistent with course objectives** |  
**Identify course recommendations; do the recommendations affect other courses/curriculum** | *Forward recommendations to the Curriculum committee chair for inclusion on the meeting agenda*
## Appendix K: Simulation and Lab Equipment and Materials

<table>
<thead>
<tr>
<th>EQUIPMENT INVENTORY</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuvein (AV300 Vein Viewing units)</td>
<td>2</td>
</tr>
<tr>
<td>Accuvein Hands-free stand</td>
<td>1</td>
</tr>
<tr>
<td>Aqua K (Hamilton)</td>
<td>1</td>
</tr>
<tr>
<td>Audiometer (Pilot)</td>
<td>1</td>
</tr>
<tr>
<td>Auscultation Manikin (Life Form)</td>
<td>2</td>
</tr>
<tr>
<td>Auscultation Manikin w laptop (Cardionics/Pocket Nurse)</td>
<td>2</td>
</tr>
<tr>
<td>Bassinet</td>
<td>2</td>
</tr>
<tr>
<td>Birthing Bed/Hill-Rom</td>
<td>1</td>
</tr>
<tr>
<td>Bladder Scanner with Cart (Verathon)</td>
<td>1</td>
</tr>
<tr>
<td>Blood Pressure Simulator (Life Form)</td>
<td>1</td>
</tr>
<tr>
<td>BSE Models (Nasco)</td>
<td>3 new/3 old</td>
</tr>
<tr>
<td>Cast Cutter (American Orthopaedic)</td>
<td>1</td>
</tr>
<tr>
<td>Chester Chest (Pocket Nurse)</td>
<td>2</td>
</tr>
<tr>
<td>Computer Desk (K-Log)</td>
<td>2</td>
</tr>
<tr>
<td>CPM (Lite Lift/Sutter Corp.)</td>
<td>1</td>
</tr>
<tr>
<td>Crash Cart (Nurse Book)</td>
<td>1</td>
</tr>
<tr>
<td>Defibrillator/Monitor (Physio-Control)</td>
<td>1</td>
</tr>
<tr>
<td>Demo Dose Inject-Ed Injection Simulators (Pocket Nurse)</td>
<td>25</td>
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<tr>
<td>Demo Dose Labeling Software (Pocket Nurse)</td>
<td>1</td>
</tr>
<tr>
<td>Doppler - handheld (HNE Healthcare)</td>
<td>1</td>
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<tr>
<td>ECG Monitor (Datascope)</td>
<td>1</td>
</tr>
<tr>
<td>Enema Simulator (Gaumard)</td>
<td>2</td>
</tr>
<tr>
<td>Enteral Feeding Pumps (Ross Patrol)</td>
<td>8</td>
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<tr>
<td>Exam light</td>
<td>2</td>
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<tr>
<td>EZ Stand</td>
<td>1</td>
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<tr>
<td>Fetal Monitoring/Labor Progress Model (Health Edco)</td>
<td>1</td>
</tr>
<tr>
<td>Fundus Skills &amp; Assessment Trainer (Laerdal)</td>
<td>1</td>
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<tr>
<td>Glucometer (OneTouch Ultra Mini)</td>
<td>1</td>
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<tr>
<td>Glucometers (Accu-Chek Compact)</td>
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<tr>
<td>Glucometers (Bayer/Ascensia)</td>
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<tr>
<td>Glucometers (Glucocard 01)</td>
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<td>Gurney</td>
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<tr>
<td>Heat Therapy Pump (Baxter)</td>
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<td>Hospital bed (Centra)</td>
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<tr>
<td>Hospital beds (Hill-Rom 1000)</td>
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<td>Hospital beds (Hill-Rom Care Assist)</td>
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<td>Hoyer Stand</td>
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<tr>
<td>Infant Scale (Seca)</td>
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<td>Infant Warmer (Airshields IICS)</td>
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<td>EQUIPMENT INVENTORY</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Injection Belly (Nasco)</td>
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<td>Injection Manikins (IM Nasco Life Form)</td>
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<td>Injection Manikins (SQ, ID Nasco Life Form)</td>
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<tr>
<td>IV Manikin Arm - Geri (Pocket Nurse)</td>
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<tr>
<td>IV Manikin Arm-Budget (Pocket Nurse)</td>
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<tr>
<td>IV Manikin Arms (Guamard Sci.)</td>
<td>3</td>
</tr>
<tr>
<td>IV Manikin Arms (Life Form)</td>
<td>3</td>
</tr>
<tr>
<td>IV Manikin Hands (Life Form)</td>
<td>3</td>
</tr>
<tr>
<td>IV Plum Pumps (Hospira Plum A+)</td>
<td>6</td>
</tr>
<tr>
<td>IV Plum Pumps (LifeCare 5000)</td>
<td>7</td>
</tr>
<tr>
<td>Labor &amp; Delivery Module (Gaumard)</td>
<td>1</td>
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<tr>
<td>Manikin- Convalescent Kelly (Laerdal)</td>
<td>8</td>
</tr>
<tr>
<td>Manikin (Life Form - Geri)</td>
<td>2</td>
</tr>
<tr>
<td>Manikin (Nasco Adult Deluxe)</td>
<td>4</td>
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<tr>
<td>Manikin torso (Unknown model)</td>
<td>1</td>
</tr>
<tr>
<td>Med Carts (Armstrong Medical)</td>
<td>2</td>
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<tr>
<td>MedDispense/DemoDose (medication dispensing system)</td>
<td>1</td>
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<tr>
<td>MedDispense/DemoDose BIO-ID Fingerprint Scanner</td>
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<tr>
<td>Mega Code Kelly (Laerdal)</td>
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<tr>
<td>Mega Code Kid (Laerdal)</td>
<td>1</td>
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<tr>
<td>Mega Code Trauma Module Kit (Laerdal)</td>
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<tr>
<td>NED Chest</td>
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<tr>
<td>Noelle Birthing Manikin (Gaumard)</td>
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<tr>
<td>Noelle Birthing Torso (Gaumard)</td>
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<td>Nursing Baby/Vital Sim Capable (Laerdal)</td>
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<tr>
<td>O2 Flowmeters (Western Medica)</td>
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<td>O2 Tank (E; portable)</td>
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<tr>
<td>Otoscope (cased)</td>
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<td>Otoscope (Welch Allen wall-mount)</td>
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</tr>
<tr>
<td>Overbed tables (Hill-Rom)</td>
<td>11</td>
</tr>
<tr>
<td>Overbed tables (Meadows Medical)</td>
<td>3</td>
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<td>Overbed tables (Pocket Nurse)</td>
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<td>Oximeter (Armstrong Med.)</td>
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<tr>
<td>Oximeter (Digit)</td>
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<tr>
<td>Oximeter (Nonin)</td>
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<tr>
<td>Patient Lift (ceiling-mounted)</td>
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<tr>
<td>PCA Pump (Baxter)</td>
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<tr>
<td>Pitting Edema Simulator</td>
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<tr>
<td>Polar Pack (Polar Care 300)</td>
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<tr>
<td>SimMan Mobile Workstand System</td>
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</tr>
<tr>
<td>EQUIPMENT INVENTORY</td>
<td>QUANTITY</td>
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<td>SimMan Patient Simulator with components (Laerdal)</td>
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<tr>
<td>SimPad (Laerdal)</td>
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<td>Sphygmanometer (adult)</td>
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<tr>
<td>Sphygmanometer (child)</td>
<td>3</td>
</tr>
<tr>
<td>Sphygmanometer (infant)</td>
<td>2</td>
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<td>Sphygmanometer/wall-mounted (Welch Allyn)</td>
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<tr>
<td>Suction Regulators (Ohmeda Cont./Inter.)</td>
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<td>Thermometer-tympanic (First Temp Genius)</td>
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<td>Thermometer-tympanic (Pro Scan)</td>
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<td>Trach Simulators (Life Form)</td>
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<td>TSE Models (Nasco)</td>
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<td>Urinary Cath Simulator (Sima)</td>
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<td>Venatech IV Trainer (Nasco)</td>
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<td>Video Camera (Sony HandyCam)</td>
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<td>Virtual IV System (Laerdal)</td>
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<td>Youth Crib</td>
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Appendix L: Systematic Evaluation Plan

Note – both Associate Degree and Practical Nursing faculty are included in this SEP.
1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

**Measure: Program Outcomes and Mission**

**Strategy Description:** Distance learning has the same mission and philosophy as the campus.

**Expected Results:** Mission and philosophy of the nursing programs are congruent with those of Northwest Technical College.

**Frequency:** Every 2 years (see candidacy report 2012)

**Key/Responsible Personnel:** Curriculum Committee

Assessment Findings

Finding per Measure

**USA- NLNAC Standards- Associate (2013) (Copy 2)**

**STANDARD 1: Mission and Administrative Capacity**

The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

1.1 The mission/philosophy and program outcomes of the nursing education unit are congruent with the core values and mission/goals of the governing organization.

**Measure: Mission, Goals, Curriculum outcomes Program level**

**Strategy Description:** Screening of statements with governing organization documents

**Expected Results:** The mission, goals, and curriculum outcomes are congruent with the governing organization statements

**Frequency:** Every 2 years (see candidacy report 2012)

**Key/Responsible Personnel:** Curriculum Committee

**Findings for Mission, Goals, Curriculum outcomes Program level**

**Summary of Findings:** Reviewed

Vision: The School of Nursing delivers excellence in education, develops compassion, and prepares nurses for future healthcare challenges

Mission: The School of Nursing educates diverse, empowered, compassionate, critical thinking nurses who inspire change in healthcare delivery.

Goals – In BSU nursing resource manual 7 stated goals - reviewed

Moved and seconded to approve the goals as written

NTC – program outcomes are not comparable to BSU's 7 goals. NTC uses Student Learning Outcomes to drive curriculum.

Curriculum meeting minutes 10-04-2013

**Results:** Expected Results Achievement: Met

**Recommendations:**

O: Mission and Vision are aligned and approved

Goals aligned and approved as presented in the BSU Nursing Resource Manual

R: Annual review that this committee is aligned with the mission / vision of college, School of Nursing and Bemidji State University/Northwest Technical College – Needed for accreditation purposes

1.2 The governing organization and nursing education unit

**Measure: Meeting Minutes and Notes**
ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.

**Strategy Description:** Committee involvement by all full and part-time faculty, nurse administrator, staff, and student representatives is documented in the meeting minutes and notes for each committee and gathering.

Student Admissions Progressions and Concerns Committee
Academic Resources Committee
Curriculum Committee

**Expected Results:** 100% of full and part-time faculty will attend (or have excused absence from) committee meetings of which they are a part. Student representation will be present at each committee meeting. Meeting minutes and notes will be published on the website and in Taskstream.

**Frequency:** Monthly

**Key/Responsible Personnel:** Committee Chair and Secretary

### Findings for Meeting Minutes and Notes

**Summary of Findings:** Committee Meeting minutes are uploaded into Taskstream and available to the public on the Bemidji School of Nursing website. Students not always represented at every School of Nursing committee meeting. See Student Admission Progression and Concerns (SAPC) meeting minutes 2-7-14, 3-7-14, and 4-4-14.

Faculty absences are documented on the meeting minute notes.

2014 AD exit survey stated 67.5% (N=49) of graduates agreed or strongly agreed that the nursing program ensured representation of students (question 6). 2013 PN exit survey stated 77.78% (N=18) of graduates agreed or strongly agreed that the nursing program ensured representation of students (question 6).

**Results:** Expected Results Achievement: Met

**Recommendations:** Make additional efforts to remind students of School of Nursing Committee meetings, email reminder dates with a copy of the agenda to student representative before the meeting date, set meeting dates early in the year and email students all the meeting dates at the beginning of the year.

Reason for faculty absences will be noted on the meeting minute notes.

**Substantiating Evidence:**
- 2013-14 AD exit survey results.pdf (Adobe Acrobat Document) (See appendix)
- 2013-14 PN exit survey.pdf (Adobe Acrobat Document) (See appendix)
- SAPC Minutes 2014 - 0303 (Word Document (Open XML)) (See appendix)
- Progression policy discussion, resource manual/ handbook discussion, admissions, advising, book orders.
- SAPC Minutes 2014 - 0207 (Word Document (Open XML)) (See appendix)
- progression, CPR, ATI, orientation at out sites, GPA, induction, orientation, appeal
- SAPC Minutes 2014 - 0404 (Word Document (Open XML)) (See appendix)
- GPA discussion, student representatives lack of attendance addressed, started updating NTC resource manuals (combining AD and PN handbooks to start Fall 2014) orientation plans, HIPPA Discussion - SON needs policy to address student issues at clinicals

### 1.3 Communities of interest have input into program processes and decisionmaking.

**Measure:** Employer Survey

**Strategy Description:** Employers of alumnae are surveyed every three years to assess specific program hot topics and general program processes.

**Expected Results:** 75% of respondents will indicate that they agree or strongly agree that the alums of the program meet employer needs

Results are reviewed and assigned to appropriate committee for specified concerns.

**Frequency:** Every three years

**Key/Responsible Personnel:** Curriculum Committee
Findings for Employer Survey

**Summary of Findings:** 2013 PN Employer survey results were discussed and recommendations for improvements implemented.

No data for AD at this time. There has been a disconnect between the institution and the nursing programs regarding employer surveys and graduate information. Going through the accreditation process has revealed this lack of follow through. See recommendations.

**Results:** Expected Results Achievement: Met

**Recommendations:** 2013 PN, Improvements include response rates, targeted distribution of the survey, and follow up with graduates to ensure appropriate employers were contacted.

The responsibility does belong to the institution to gather this information. The assessment coordinator of the Bemidji School of Nursing will be the liaison to make sure follow through is completed. The nursing programs will collaborate with the institution and the assessment coordinators of both the Bemidji School of Nursing and Northwest Technical College.

**Substantiating Evidence:**
- Employer Survey Results (Adobe Acrobat Document) (See appendix)
- Results of Employer Survey - PN program

**Measure:** End of Semester Feedback

**Strategy Description:** For each program, feedback from students is solicited through focus and discussion groups. All students will be invited. Groups will be held for each program.

**Expected Results:** 2-3 Students participate each semester
Student Admissions Progressions and Concerns Committee reviews and delegates student concerns to appropriate committee.

**Frequency:** Each semester

**Key/Responsible Personnel:** Student Admissions Progressions and Concerns Committee

Findings for End of Semester Feedback

**Summary of Findings:** Nursing students have opportunities to participate in student senate, student nurses association, faculty meetings, and School of Nursing Committee meetings. Students complete an end of program survey. Student participate in an end of program discussions.

**Results:** Expected Results Achievement: Met

**Recommendations:** Continue to encourage student attendance and be transparent about students being able to attend any of these meetings. Continue to implement student suggestions.

**Measure:** Fall Survey/Advisory Board Meeting Minutes

**Strategy Description:** In the fall, a survey of members of the advisory board is collected. In the spring, a meeting of the Advisory Board is conducted.

**Expected Results:** Minutes would reflect the part Advisory Board plays in program processes and decision-making.

**Frequency:** Twice a year

**Key/Responsible Personnel:** Committee Chair, Secretary, and Director

Findings for Fall Survey/Advisory Board Meeting Minutes
Summary of Findings: Communities of interest were surveyed Fall 2013 to solicit input on nursing program graduates' areas of need and opinion on other areas relevant to the organizations represented. See survey results attached. Spring 2014- Advisory Board Meeting was held 4/28 for PN, 4/29 for AD to share information about program updates and to solicit input from communities of interest. See Minutes attached.

Results: Expected Results Achievement: Met

Recommendations:

Substantiating Evidence:

AD Advisory Meeting Minutes 4.29.2014 (Word Document (Open XML)) (See appendix)

Information shared: moving nursing programs to BSU Fall 2014, new AD program launched 2013 and entering 2nd year 2014/15, former AD mobility program ending, NCLEX pass rates and report to BON on corrective actions, new clinical coordinator and lab coordinator, ACEN candidacy progress, use of Taskstream and how communities of interest can locate information about the Bemidji School of Nursing online. Discussed new curriculum and educational direction of AD program and expected changes in clinical. Received feedback on new graduates in the workplace, what they would like to see added/changed in the curriculum, and interest in new programming.

Advisory Board Survey Results- Fall 2013 (Adobe Acrobat Document) (See appendix)

Communities of interest were asked: about value of electronic portfolios in applicants, if they offered scholarships or incentives to employees wishing to advance their degree, areas of interest in graduate degrees, if accreditation is an employment consideration, areas of need in graduates from the various nursing programs, about writing skills, expectations on grant writing, how evidence/research is used in the clinical setting, areas of interest in continuing education offerings, other HC programs NTC or BSU might offer in future.

PN Advisory Meeting Minutes 4.28.2014 (Word Document (Open XML)) (See appendix)

Shared NCLEX pass rates and report to BON, move to BSU, launch of new program and new admission process Fall 2014. Received feedback on perception of graduates in the workplace, what curricular changes they would recommend, interest in new programs they would like to see offered.

1.4 Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.

Measure: Partnerships with Clinical Agencies

Strategy Description: Clinical affiliation agreements are maintained with agencies where students have clinical experiences and internships.

Expected Results: 100% of clinical sites will have a current and complete contract.

Frequency: Reviewed annually

Key/Responsible Personnel: Clinical Coordinator and Dean, reported out to Academic Resources Committee.

Findings for Partnerships with Clinical Agencies

Summary of Findings: See file for current (as of 4/14) clinical partnerships.

Results: Expected Results Achievement: Met

Recommendations:

Substantiating Evidence:

Clinical Agreements (Excel Workbook (Open XML)) (See appendix)

Measure: Partnerships with Colleges and Universities

Strategy Description: Articulations are maintained. The Bemidji School of Nursing (NTC-BSU) organizational structure streamlines pathways from Diploma, Associate of Science, and Bachelor degrees.
Expected Results: 100% of articulations are maintained.
Frequency: Annually (on program evaluation)
Key/Responsible Personnel: Dean

Findings for Partnerships with Colleges and Universities

Summary of Findings: Articulations with MnSCU and Lake Superior College
Results: Expected Results Achievement: Met
Recommendations :
Substantiating Evidence:
- Lake Superior College Advanced Standing Articulation (Adobe Acrobat Document) (See appendix)
- Lake Superior College Nursing Articulation (Adobe Acrobat Document) (See appendix)
- MnSCU Agreement (Adobe Acrobat Document) (See appendix)

Measure: Student Advising for Continued Education

Strategy Description: Students are encouraged to continue education and advised accordingly. The Bemidji School of Nursing streamlines pathways from Diploma, Associate of Science, and Bachelor degrees.
Expected Results: 100% of students will be advised on and exposed to the continuing education opportunities provided by the School of Nursing, and beyond.
Frequency: At orientation and through continued advising
Key/Responsible Personnel: Director and faculty

Findings for Student Advising for Continued Education

Summary of Findings: The nursing education ladder is presented to 100% of online and campus, LPN and AD students during orientation to the programs. Nursing advisors continue to reinforce this ladder during individual semester advising sessions to all students. See attachment.
Results: Expected Results Achievement: Met
Recommendations : We will be adding to future exit surveys a question stating "Do you have plans to further your education in Nursing".
Substantiating Evidence:
- Ladder slide (Word Document (Open XML)) (See appendix)

Measure: Curriculum Vitae of Dean

Strategy Description: CV demonstrates educational background of Dean
Expected Results: Dean has Master's and Doctoral degree with nursing major
Frequency: Time of hire (or start) and every 5 years
Key/Responsible Personnel: Search Committee, HR, reported to Academic Resources Committee

Findings for Curriculum Vitae of Dean

1.5

The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.
**Summary of Findings:** CV demonstrates Master's and Doctoral degree with nursing major

**Results:** Expected Results Achievement: Exceeded

**Recommendations:**

**Substantiating Evidence:**
- CV Dean Gangeness (Microsoft Word) (See appendix)

### 1.6

The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

**Measure: Curriculum Vitae - Dean**

**Strategy Description:** Addresses the experience and qualifications of the nurse administrator. Orientation and mentoring has been demonstrated under 'Leadership' within the CV.

**Expected Results:** The qualifications and selection of the dept. Dean are consistent with university and national standards. When a new administrator is hired, that the administrator is oriented and mentored to the role.

**Frequency:** Upon hire and every five (5) years

**Key/Responsible Personnel:** Human Resources

#### Findings for Curriculum Vitae - Dean

**Summary of Findings:** Dean has experience, orientation and training to the role.

**Results:** Expected Results Achievement: Met

**Recommendations:**

**Substantiating Evidence:**
- CV Dean Gangeness (Microsoft Word) (See appendix)

### 1.7

When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.

**Measure: Curriculum Vitae of Faculty Coordinator (non-administrative)**

**Strategy Description:** Faculty Coordinator (non-administrative) meets the academic and experiential qualifications as demonstrated by the CV.

**Expected Results:** Faculty Coordinator has met the required qualifications of the job description.

**Frequency:** Upon hire.

**Key/Responsible Personnel:** Human Resources and Dean

#### Findings for Curriculum Vitae of Faculty Coordinator (non-administrative)

**Summary of Findings:** CV demonstrates academic and experience of director

**Results:** Expected Results Achievement: Met

**Recommendations:**

**Substantiating Evidence:**
- CV Director Landt (Word Document (Open XML)) (See appendix)

**Measure: Individual Development Plan of Faculty Coordinator (non-administrative)**
Strategy Description: Annual review of qualifications and continued mentoring.

Expected Results: The Faculty Coordinator will maintain and continue development within the role.

Frequency: Annual

Key/Responsible Personnel: Dean

Findings for Individual Development Plan of Faculty Coordinator (non-administrative)

Summary of Findings: The IDP of Ruth Landt, Faculty Coordinator (non-administrative) is attached.

Results: Expected Results Achievement: Met

Recommendations:

Substantiating Evidence:

Landt IDP (Microsoft Word) (See appendix)

---

1.8

The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

Measure: Organizational Chart

Strategy Description: Annually administrator is evaluated by staff/faculty and supervisor. The organizational chart is reviewed to determine if workload and time if adequate for position.

Expected Results: Nurse administrator has authority and responsibility, as well as resources to fulfill responsibilities.

Frequency: Upon hire and annually with evaluation.

Key/Responsible Personnel: Search Committee, HR, Academic Resources Committee, Vice President

Findings for Organizational Chart

Summary of Findings: The Dean has the authority and responsibility to develop and administer the PN and AD nursing programs as evidenced by lines of communication and authority on attached organizational chart.

Results: Expected Results Achievement: Met

Recommendations:

Substantiating Evidence:

Bemidji School of Nursing Organizational Chart (Adobe Acrobat Document) (See appendix)

NTC Nursing Program Organizational Chart (Word Document (Open XML)) (See appendix)

Schematic of nursing program organizational chart

---

Measure: Position description of Dean

Strategy Description: Position description outlines responsibilities and resources available to nursing administrator.

Expected Results: Nurse administrator has the authority, responsibility and time/resources to fulfill role responsibilities.

Frequency: Every 5 years or when PD or Dean changes

Key/Responsible Personnel: Search Committee, HR, reported to Academic Resources Committee
### Findings for Position description of Dean

**Summary of Findings:** Position description of Dean - current as of April 2014  
**Results:** Expected Results Achievement: Met  
**Recommendations:**

**Substantiating Evidence:**  
- Dean - position description (Microsoft Word) (See appendix)

---

### Measure: Academic Resource Committee Minutes

**Strategy Description:** Academic Resource Committee Co-chairs and Dean meet and review budget and bring information back to committee, reflected in meeting minutes.

**Expected Results:** Dean prepares and presents the program budget to committee; committee responds on adequacy or program needs.

**Frequency:** Twice annually - October and March

**Key/Responsible Personnel:** Academic Resources Committee – Dean request input on needs and submits report to committee

### Findings for Academic Resource Committee Minutes

**Summary of Findings:** The most recent approved minutes with the budget for NTC was from October 2013.

**Results:** Expected Results Achievement: Met  
**Recommendations:**

**Substantiating Evidence:**  
- ARC Committee Meeting Minutes 10.13 (Word Document (Open XML)) (See appendix)

---

### Measure: Position Description of Dean

**Strategy Description:** Position Description includes fiscal authority.

**Expected Results:** Dean will prepare budget for the School of Nursing and review as needs adjust

**Frequency:** Prepared annually; monthly review

**Key/Responsible Personnel:** Dean, Vice President for Finance and Administration, and NTC Vice President

### Findings for Position Description of Dean

**Summary of Findings:** Position description include fiscal responsibilities

**Results:** Expected Results Achievement: Met

**Recommendations:**

**Substantiating Evidence:**  
- Dean - position description (Microsoft Word) (See appendix)
1.10

Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

Measure: Minnesota State College Faculty Contract

- **Strategy Description:** Contract for faculty
- **Expected Results:** Faculty welfare is provided for
- **Frequency:** Biannual
- **Key/Responsible Personnel:** Dean and Vice President

Findings for Minnesota State College Faculty Contract

- **Summary of Findings:** Current contract for Minnesota State College Faculty
- **Results:** Expected Results Achievement: Met
- **Recommendations:**
- **Substantiating Evidence:**
  - Minnesota State College Faculty Contract (Adobe Acrobat Document) (See appendix)
  - Minnesota State College Faculty Contract (Web Link)
  - http://www.bemidjistate.edu/offices/human_resources/labor_relations/

Measure: MnSCU/NTC Faculty/Staff Policies

- **Strategy Description:** Comprehensive policies outlined. Nursing faculty credentials include a current, unencumbered registered nursing license, CPR, annual background checks.
- **Expected Results:** Follow all established policies and procedures as outlined
- **Frequency:** Contract is reviewed and adopted every two years
- **Key/Responsible Personnel:** HR and Dean will report to faculty and staff

Findings for MnSCU/NTC Faculty/Staff Policies

- **Summary of Findings:** AFSCME Contract
- **Results:** Expected Results Achievement: Met
- **Recommendations:**
- **Substantiating Evidence:**
  - AFSCME Contract (Web Link)

1.11

Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

Measure: Program Outcomes and Mission

- **Strategy Description:** Distance learning has the same mission and philosophy as the campus.
- **Expected Results:** Mission and philosophy of the nursing programs are congruent with those of Northwest Technical College.
- **Frequency:** Every 2 years (see candidacy report 2012)
- **Key/Responsible Personnel:** Curriculum Committee

Findings for Program Outcomes and Mission
**Summary of Findings:**

O: Mission and Vision are aligned and approved
Goals aligned and approved as presented in the BSU Nursing Resource Manual

R: Annual review that this committee is aligned with the mission / vision of college, School of Nursing and Bemidji State University – Needed for accreditation purposes

Curriculum Meeting minutes 10-04-2013

**Results:**

Expected Results Achievement: Met

**Recommendations:**

**Substantiating Evidence:**

Curriculum Meeting Minutes 10.4.13 (Word Document (Open XML)) (See appendix)

---

**Curriculum Map**

*There are no curriculum maps*
Measure: Individual Development Plans

Strategy Description: Each faculty member will submit a plan in the fall and a report on their ongoing development needs and progress in the spring that address the following areas:
1. Teaching effectiveness
2. Continuing preparation & study
3. Scholarly achievement/Research
4. Contribution to student growth
5. College and Community Service

Expected Results: All faculty will submit a Plan for their Individual Development each fall by September 20th and evaluated by the Dean each spring – submitted by April 20th

Frequency: Annually

Key/Responsible Personnel: Individual Faculty and Dean

Assessment Findings

Finding per Measure

USA- NLNAC Standards- Associate (2013) (Copy 2)

STANDARD 2: Faculty and Staff

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the student learning outcomes and program outcomes. Sufficient qualified staff are available to support the nursing education unit.

2.1 Full-time faculty hold a minimum of a graduate degree with a major in nursing.

Full- and part-time faculty include those individuals teaching and/or evaluating students in classroom, clinical, or laboratory settings.

Measure: Faculty Transcript

Strategy Description: Evaluate graduate transcripts to determine if a master’s degree, major in nursing has been issued

Expected Results: 100% of faculty will have a Master's Degree, major in nursing

Frequency: At time of hire or change of credential field, and once every 5 years after hire.

Key/Responsible Personnel: Human Resources, Academic Resources Committee

Findings for Faculty Transcript

Summary of Findings: All FT faculty have the appropriate level:
- Caspers, Julie PhD
- Finn, Teri PHN/BSN
- Forrest, Barbara MSN
- Harms, Cheryl Diploma not needed
- Johanning, Sandy MSN
- Landt, Ruth MHA/MA, Nursing
- Roff, Vicki MSN
- Rodgers, Kay MSN
- Such, Tami MSN

Results: Expected Results Achievement: Met

Recommendations :

Substantiating Evidence:

Faculty Credentials (Excel Workbook (Open XML)) (See appendix)

2.2 Part-time faculty hold a
Strategy Description: The majority of faculty will have a minimum of a master’s degree.

Expected Results: Greater than 50% of part-time faculty have a Master’s degree with a major in nursing.

Frequency: Upon hire

Credential/ continuing education will be reported in Professional Development Plan. Faculty will maintain record of CEU with relevance to faculty role.

Key/Responsible Personnel: Faculty

Dean – review

Findings for Faculty Transcript

Summary of Findings: All part-time faculty are appropriately credentialed:
Chernugal, Mary MS
Cook, Christy MSN
Thorson, Debra MSN (EdD in progress)

Results: Expected Results Achievement: Exceeded

Recommendations:

Substantiating Evidence:
Faculty Credentials (Excel Workbook (Open XML)) (See appendix)

2.3

Faculty (full- and part-time) credentials meet governing organization and state requirements.

Measure: Minnesota Board of Nursing expectation is that all faculty hold RN licenses

Strategy Description: Run on license to ensure that they have an active and unencumbered license.

Expected Results: 100% of faculty meet credential requirements

Frequency: Upon hire and monthly

Key/Responsible Personnel: HR; Dean’s office

Findings for Minnesota Board of Nursing expectation is that all faculty hold RN licenses

Summary of Findings: HR has automated license checks for the faculty set up through MN Board of Nursing. The clinical coordinator also tracks their current status.

Results: Expected Results Achievement: Met

Recommendations:

Substantiating Evidence:
NTC Faculty Licenses (Excel Workbook (Open XML)) (See appendix)

2.4

Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and

Measure: No preceptors are used in the program.

Strategy Description:
Expected Results:
Frequency:
responsibilities.

---

### Key/Responsible Personnel:

#### Findings for No preceptors are used in the program.

**Summary of Findings:** N/A  
**Recommendations:**

---

### 2.5

**Measure:** Assignment sheets

**Strategy Description:** Student learning and program outcomes are addressed in courses; courses are assigned to faculty in the assignment sheet.  
**Expected Results:** Limit temporary part-time faculty to less than 1 FTE (or 32 credits) per 9-month year.  
**Frequency:** Reviewed each semester  
**Key/Responsible Personnel:** Director and Dean

#### Findings for Assignment sheets

**Summary of Findings:** PT faculty include: Christy Cook, Mary Chernugal, Deb Thorson  
There are no adjuncts at present.

Total hours for PT over the past 9 months:
- Cook - 17
- Thorson - 24
- Chernugal - 18.5

**Results:** Expected Results Achievement: Met

**Recommendations:**

**Substantiating Evidence:**
- Assignment Sheet - Fall 2013 (Adobe Acrobat Document) (See appendix)
- Cheryl Harms Spring 14 Assignment Sheet (Microsoft Word) (See appendix)  
  FT faculty
- Christy Cook Spring 14 Assignment Sheet (Microsoft Word) (See appendix)  
  PT faculty - 7 credits
- Deb Thorson Spring 14 Assignment Sheet (Microsoft Word) (See appendix)  
  PT faculty - 12 credits
- Julie Casper Spring 14 Assignment Sheet (Microsoft Word) (See appendix)  
  FT faculty
- Kay Rodgers Spring 14 Assignment Sheet (Microsoft Word) (See appendix)  
  FT faculty (temporary)
- Mary Chernugal Spring 14 Assignment Sheet (Microsoft Word) (See appendix)  
  PT faculty - 10.5 credits
- Ruth Landt Spring 14 Assignment Sheet (Microsoft Word) (See appendix)  
  FT faculty
- Sandy Johanning Spring 14 Assignment Sheet (Microsoft Word) (See appendix)  
  FT faculty
- Tami Such Spring 14 Assignment Sheet (Microsoft Word) (See appendix)  
  FT faculty
- Teri Finn Spring 14 Assignment Sheet (Microsoft Word) (See appendix)  
  FT faculty
- Vicki Roff Spring 14 Assignment Sheet (Microsoft Word) (See appendix)  
  FT faculty
2.6
Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

Measure: Individual Development Plans

Strategy Description: Scholarship, evidence-based teaching, clinical practices are all addressed in the Individual Development Plans.

Expected Results: 100% of faculty address each of these areas in their Individual Development Plan.

Frequency: Annually

Key/Responsible Personnel: Individual Faculty and Dean

Findings for Individual Development Plans

Summary of Findings: Attached are the Individual Development Plans of each faculty member.

Results: Expected Results Achievement: Met

Recommendations: 

Substantiating Evidence:
- IDP Caspers (Microsoft Word) (See appendix)
- IDP Chernugal (Microsoft Word) (See appendix)
- IDP Cook (Microsoft Word) (See appendix)
- IDP Finn (Word Document (Open XML)) (See appendix)
- IDP Harms (Microsoft Word) (See appendix)
- IDP Johanning (Microsoft Word) (See appendix)
- IDP Landt (Microsoft Word) (See appendix)
- IDP Rodgers (Microsoft Word) (See appendix)
- IDP Roff (Microsoft Word) (See appendix)
- IDP Such (Microsoft Word) (See appendix)
- IDP Thorson (Microsoft Word) (See appendix)
- Progress Report Caspers (Microsoft Word) (See appendix)
- Progress Report Chernugal (Microsoft Word) (See appendix)
- Progress Report Finn (Word Document (Open XML)) (See appendix)
- Progress Report Harms (Microsoft Word) (See appendix)
- Progress Report Johanning (Microsoft Word) (See appendix)
- Progress Report Landt (Microsoft Word) (See appendix)
- Progress Report Rodgers (Microsoft Word) (See appendix)
- Progress Report Roff (Microsoft Word) (See appendix)
- Progress Report Such (Microsoft Word) (See appendix)
- Progress Report Thorson (Microsoft Word) (See appendix)

2.7
The number, utilization, and credentials of staff and non-nurse faculty within the nursing education unit are sufficient to achieve the program goals and outcomes.

Measure: Faculty Survey

Strategy Description: Survey of faculty asks whether there are sufficient staff and non-nurse faculty available to meet the needs of program goals.

Expected Results: 80% of faculty will report on survey that staff and non-nurse administrative needs are being met.

Frequency: Annually in the spring

Key/Responsible Personnel: Academic Resources Committee
Findings for Faculty Survey

Summary of Findings: Academic Year 2013-14
The ARC committee discussed disseminating the faculty survey for 2013-14. The ARC members voted to not do this survey this year. It was determined that the information gathered via this survey regarding adequacy of resources to support student learning would not serve any strategic planning purpose since both NTC and BSU nursing programs are moving to a new location on the BSU campus. Benson Hall is being remodeled to meet the needs of our combined programs.

Recommendations: Academic Year 2013-14
The ARC committee will distribute and analyze the findings of the faculty survey after completing the 14-15 academic year in our new location.

Measure: Resume of Staff and Non-nurse faculty

Strategy Description: Resume will address education and experience specific to the needs of the program
Expected Results: All of the staff and non-nurse faculty will meet the credentialed needs
Frequency: Upon hire and ongoing development conducted annually
Key/Responsible Personnel: HR and the Dean

Findings for Resume of Staff and Non-nurse faculty

Summary of Findings: Staff include:
Sandra Thole
Tamera Mayer
Tracy Goodwin
Doreen Kurke
Briana Frenzel

Recommendations:
Substantiating Evidence:
- Resume Brian Frenzel (Microsoft Word) (See appendix)
- Resume Doreen Kuhrk (Word Document (Open XML)) (See appendix)
- Resume Sandra Thole (Word Document (Open XML)) (See appendix)
- Resume Tracy Goodwin (Word Document (Open XML)) (See appendix)

Measure: First-Year Individual Development Plans

Strategy Description: Dean meets twice during first semester of employment with new faculty member for individual development planning and once during the second semester to review progress and establish plans for the upcoming year.
Expected Results: All faculty will submit a Plan and work with the Dean to address their individual development during their first year - September 20th and evaluated by the Dean each spring – submitted by April 20th
Frequency: Twice a semester for the first year
Key/Responsible Personnel: New Faculty member and Dean

Findings for First-Year Individual Development Plans

Summary of Findings: New faculty includes: Landt
Both AD and PN faculty are introduced to and have continual access to the Orientation Course and Resource Course Shell in D2L.

**Results:** Expected Results Achievement: Met

**Recommendations:**

**Substantiating Evidence:**
- IDP Landt (Microsoft Word) (See appendix)

---

**Measure:** Orientation information is provided to new faculty

**Strategy Description:** Orientation site within D2L

HR meets with each new faculty member

**Expected Results:** 100% of new full/part time faculty participate in a formal orientation process.

**Frequency:** Each semester

**Key/Responsible Personnel:** Faculty, Academic Resources Committee

**Findings for Orientation information is provided to new faculty**

**Summary of Findings:** On initial days of work new faculty are suppose to meet with Human Resources representatives. In the case of our most recent hires, Ruth Landt and Julie Caspers, Human Resources was in a state of transition, see recommendations.

Current director/faculty "Landt" was mentored by Sandy Johanning and Jeanine Gangeness.

New faculty are mentored by an experienced faculty.

Both AD and PN faculty are introduced to and have continual access to the Orientation Course and Resource Course Shell in D2L.

Technology orientation is provided to all new faculty upon hire. All faculty have access to the Information Technology Specialist during day and evening hours.

The Quality Matters Rubric for building courses is loaded in the D2L Faculty Orientation Course Shell.

**Results:** Expected Results Achievement: Met

**Recommendations:** Ensure that new faculty are a priority for Human Resources. The Dean will provide follow up to make sure faculty paperwork is completed in a timely manner.

**Substantiating Evidence:**
- Academic Resource Course Shell in D2L (Web Link)
  https://bemidjistate.ims.mnscu.edu/d2l/home/1618977
- Faculty Orientation Course Shell in D2L (Web Link)
  https://bemidjistate.ims.mnscu.edu/d2l/home/1164298
- Screen Shot of D2L Academic Resources Course (Word Document (Open XML)) (See appendix)
- Screen shot of D2L Faculty Orientation Course (Word Document (Open XML)) (See appendix)

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**Measure:** Individual Development Plans

**Strategy Description:** Each faculty member will submit a plan in the fall and a report on their progress in the spring that address the following areas:
1. Teaching effectiveness
2. Continuing preparation & study
outcomes.

3. Scholarly achievement/Research
4. Contribution to student growth
5. College and Community Service

**Expected Results**: All faculty will submit a Plan for their Individual Development each fall by September 20th and evaluated by the Dean each spring – submitted by April 20th

**Frequency**: Annually

**Key/Responsible Personnel**: Individual Faculty and Dean

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### Findings for Individual Development Plans

**Summary of Findings**: See IDPs uploaded under 2.6

**Results**: Expected Results Achievement: Met

**Recommendations**:

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### Measure: Continuing Expertise of Faculty

**Strategy Description**: Faculty maintain a current log of their Continuing Education Credits (CEU).

**Expected Results**: 100% of Faculty maintain CEU logs.

**Frequency**: Annually at time of IDP review.

**Key/Responsible Personnel**: Individual Faculty and Dean

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### Findings for Continuing Expertise of Faculty

**Summary of Findings**: Faculty log their CEU's into an excel spreadsheet and they are loaded into the NLNAC course shell in D2L. The excel spreadsheet links the CEU to the relevance to the teaching assignment.

Faculty have access to professional development funds to advance their teaching expertise. Faculty choose their continuing education based on their individual teaching needs.

Academic Resource Committee supports faculty with technology requests and use of technology in the classroom. Information Technology Specialist also supports use of technology in the classroom. In addition, all incorporated technologies are supported by the provider with a very rich support group, ie. ATI, taskstream, panopto, ebook/Elsevier, nursing central.

**Results**: Expected Results Achievement: Met

**Recommendations**:

**Substantiating Evidence**:
- CEU Caspers (Excel Workbook (Open XML)) (See appendix)
- CEU Chernugal (Excel Workbook (Open XML)) (See appendix)
- CEU Cook (Excel Workbook (Open XML)) (See appendix)
- CEU Finn (Excel Workbook (Open XML)) (See appendix)
- CEU Johannning (Excel Workbook (Open XML)) (See appendix)
- CEU Landt (Excel Workbook (Open XML)) (See appendix)
- CEU Rodgers (Excel Workbook (Open XML)) (See appendix)
- CEU Roff (Excel Workbook (Open XML)) (See appendix)
- CEU Such (Excel Workbook (Open XML)) (See appendix)
- CEU Thorson (Excel Workbook (Open XML)) (See appendix)

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### Measure: Faculty Survey

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**Strategy Description:** Questions 8-15 address faculty instruction and technological needs.

**Expected Results:** 80% of faculty will indicate that they agree/strongly agree that resources are adequate in the Faculty Survey.

**Frequency:** Annually evaluated in April

**Key/Responsible Personnel:** Academic Resources Committee and Dean

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**Findings for Faculty Survey**

**Summary of Findings:** The ARC committee discussed disseminating the faculty survey for 2013-14. The ARC members voted to not do this survey this year. It was determined that the information gathered via this survey regarding adequacy of resources to support student learning would not serve any strategic planning purpose since both NTC and BSU nursing programs are moving to a new location on the BSU campus. Benson Hall is being remodeled to meet the needs of our combined programs.

**Recommendations:** The ARC committee will distribute and analyze the findings of the faculty survey after completing the 14-15 academic year in our new location.

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**Measure:** Individual Development Plans

**Strategy Description:** Each faculty member will submit a plan in the fall and a report on their ongoing development needs and progress in the spring that address the following areas:
1. Teaching effectiveness
2. Continuing preparation & study
3. Scholarly achievement/Research
4. Contribution to student growth
5. College and Community Service

**Expected Results:** All faculty will submit a Plan for their Individual Development each fall by September 20th and evaluated by the Dean each spring – submitted by April 20th

**Frequency:** Annually

**Key/Responsible Personnel:** Individual Faculty and Dean

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**Findings for Individual Development Plans**

**Summary of Findings:** See IDPs uploaded in 2.6

**Results:** Expected Results Achievement: Met

**Recommendations:**

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2013-2014 NLNAC/ACEN Workspace

AS in Nursing
accurate, clear, consistent, and accessible.

**Expected Results:** All students will have access to the information related to technology requirements and policies

**Frequency:** Start of program

**Ongoing**

**Key/Responsible Personnel:** Student Admissions Progressions and Concerns Committee

## Assessment Findings

### Finding per Measure

#### USA- NLNAC Standards- Associate (2013) (Copy 2)

**STANDARD 3: Students**
Student policies and services support the achievement of the student learning outcomes and program outcomes of the nursing education unit.

#### Measure: NTC and AD Student Handbook

**Strategy Description:** Handbooks will be reviewed, updated, and posted to web to ensure congruence including admissions criteria, progression criteria, and code of conduct.

**Expected Results:** NTC and AD Student Handbook are congruent with those of the governing organization, publicly accessible, and non-discriminatory.

**Frequency:** Annually (August)

**Key/Responsible Personnel:** Student Admissions Progressions and Concerns Committee

**Findings for NTC and AD Student Handbook**

**Summary of Findings:** PN and AD Student Handbook updated as needed. Differences in the NTC student handbook and the AD and PN handbooks are guided by requirements of industry and safety standards needed for the professional nurse. Handbooks are on the NTC webpage. The NTC webpage is updated each time handbooks are updated.

**Results:** Expected Results Achievement: Met

**Recommendations:** Work was done spring semester to combine the AD and PN handbooks into one manual for AD and PN students. This handbook will be ready fall 2014 semester start.

**Substantiating Evidence:**

- AD Program Resource Manual (Word Document (Open XML)) (See appendix)
- Campus Handbook (Web Link)
- PN Program Resource Manual (Word Document (Open XML)) (See appendix)
- Student Handbook (Adobe Acrobat Document) (See appendix)

#### Measure: Website/nursing handbook/brochures

**Strategy Description:** Comparative analysis of website/nursing handbook/brochures information with accreditation contact information and accreditation status.

**Expected Results:** Comparative analysis will show 100% congruence of nursing program information provided to the public through the website, handbook and brochures.

**Frequency:** Annually (September)

**Key/Responsible Personnel:** Student Admissions Progressions and Concerns Committee

With support from Administrative Assistant
Findings for Website/nursing handbook/brochures

Summary of Findings: Website, student handbooks, and brochures all echo the same information. As policies are updated in the AD and PN student handbooks, the changes are also aligned to the website and brochures. Students are emailed the new policy updates as they occur, see summary of findings 3.3. This is a new policy and aligns with our goal of being transparent for students.

The nursing programs maintain a current website with information on all programs offered with a link to the Bemidji School of Nursing.

AD End of Program survey results -
#20 - The Nursing Student Handbook was clear, and nondiscriminatory, 83.78% (N=27) agreed or strongly agreed, 1 student disagreed, 5 students had no opinion.

PN End of Program survey results -
#20 - The Nursing Student Handbook was clear, and nondiscriminatory, 83.33% (N=18) agreed or strongly agreed, 2 students disagreed, 1 student had no opinion.

Results: Expected Results Achievement: Met

Recommendations:

Substantiating Evidence:
- 2014 AD End of Program Survey Results (Adobe Acrobat Document) (See appendix)
- December 2013 PN end of program survey results (Adobe Acrobat Document) (See appendix)
- NTC website with link to nursing programs (Web Link)
  http://www.ntcmn.edu

3.3
Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

Measure: Handbook/NTC Website

Strategy Description: All policies and procedures are reviewed, updated, and communicated to students at the beginning of each semester.

Expected Results: 100% of time changes in policies, procedures, and program information are up to date in Handbook and on website.

Frequency: Annually (May)

Key/Responsible Personnel: Student Admissions Progressions and Concerns Committee

Findings for Handbook/NTC Website

Summary of Findings: Policies are changed as necessary. A new handbook disclaimer was written fall 2013 and implemented January 2014. See attachment. This disclaimer was created as policies change during the school year out of need and this policy enables us to follow through on them immediately. Students are now informed of policy changes via emails to the entire student body and (if desired) in d2l. This keeps with our goal of transparency with the students.

The grievance algorithm was instituted spring of 2013 and updated spring of 2014 as students with appeals were not given the opportunity to come to the SAPC meeting where their appeal was being heard, they could come after a decision was made. The SAPC committee saw concern to include due process with their appeal. Students are now invited to the meeting in which their appeal is being heard and can present their story. The algorithm now meets this need. See attached algorithm.

Due to the articulations within the School of Nursing, SAPC created a Letter of Good Standing Policy. Some students have stopped enrollment in their program at BSU or NTC and sought out enrollment somewhere else within the School of Nursing. The Letter of Good Standing makes it so students in good standing are able to continue to choose which program or school they would like to pursue.

Results: Expected Results Achievement: Met
3.4
Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

- **Recommendations**: Moving to a combined location for the Bemidji School of Nursing on the BSU campus summer 2014. This move will provide students access to a state of the art lab, lab coordinator overseeing the lab, tutoring services, writing services, faculty all in one location.

  - **Substantiating Evidence**: NT C Disability Services (Web Link)
    http://www.ntcmn.edu/current_learners/support_services/disability_services/

  - **Measure: Consent**

    - **Strategy Description**: Students that need alternative methods for instruction delivery are provided the name and phone number for their contact on their campus. It is also listed in every syllabus.
    - **Expected Results**: 100% of students will be notified of disability service.
    - **Frequency**: Upon admission to the program.
    - **Key/Responsible Personnel**: Clinical Coordinator

    - **Findings for Consent**

      - **Summary of Findings**: In addition to being in the student handbook and on the website, each syllabus has the following informational statement available:

        - Students with Special Needs Statement:
          Upon request this document can be made available in alternate formats. Please contact the instructor (insert) or Sarah Plahn at Disabilities Services at (218) 333-6650. Sarah Plahn’s office is Room 211 at NTC (inside the library); e-mail is sarah.plahn@ntcmn.edu. Please contact the Disability Services Office ONLY if you have a need for accommodations in this class. All other contact should be with your instructor.

          Students for whom English is a second language, who would like to receive ESL services, will need to meet with Sarah Plahn, Learning Services Director, to set up a Personal Education Plan. English as a Second Language services cannot be provided by the institution without having a current Personal Education Accommodation Plan with Learning Services.

          Students have access to the library, including the writing center, both online and oncampus, These services are available to both distance and on-site students.

          AD exit survey results revealed 62.16% (N=37) agreed or strongly agreed to the question “Orientation was adequate for the following areas: Use of the Library resources”.

          PN exit survey results reveal 72.22% (N=18) agreed or strongly agreed to the question “Orientation was adequate for the following areas: Use of the Library resources”.

          PN exit survey results revealed 66.67% (N=18) agreed or strongly agreed to the question “Student learning resources (tutoring, learning center, student groups, etc.) supported my learning needs”.

          Results: Expected Results Achievement: Met

          **Recommendations**: Substantiating Evidence:

    - **Measure: Program Evaluation**
**Strategy Description:** Evaluation by students at the end of their program addresses whether student services needs are met.

**Expected Results:** End-of-program evaluation give evidence of agree or strongly agree on items related to student services at least 80% of time and student committee meeting minutes reflect satisfaction with student services

**Frequency:** End of program

**Key/Responsible Personnel:** Curriculum Committee

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**Findings for Program Evaluation**

**Summary of Findings:** End of AD program survey item - #32 Academic support help was available to improve my study habits and skills - 67.56% (N=37) agreed or strongly agreed with this statement.

#33 Student learning resources (tutoring, learning center, student groups, etc.) supported my learning needs - 51.36%(N=37) agreed or strongly agreed with this statement.

End of PN program survey item -

#32 Academic support help was available to improve my study habits and skills - 66.67% (N=18) agreed or strongly agreed with this statement.

#33 Student learning resources (tutoring, learning center, student groups, etc.) supported my learning needs - 66.67% (N=18) agreed or strongly agreed with this statement.

**Results:** Expected Results Achievement: Not Met

**Recommendations:** Improve access to tutoring and student academic support services

**Substantiating Evidence:**

- 2014 AD End of Program Survey Results (Adobe Acrobat Document) (See appendix)
- December 2013 PN end of program survey results (Adobe Acrobat Document) (See appendix)

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**Measure: Transcripts**

**Strategy Description:** The Records Office complies with MNSCU and federal policies in the keeping of transcripts.

**Expected Results:** 100% of Nursing educational records will be kept for 50 years (transcripts).

**Frequency:** Annual; post-completion of degree prior to approval for NCLEX exam - record is reviewed.

**Key/Responsible Personnel:** Registrar and Administrative support personnel

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**Findings for Transcripts**

**Summary of Findings:** AACRAO is the national association governing Records Offices and Admissions Offices. In this document it recommends that transcripts are retained permanently. NTC and BSU both follow this recommendation.

Student Health records, CPR certification, and proof of CNA certification are maintained in Taskstream. Students are assigned an advisor at the outset of their program. Faculty advisors access the Degree Audit Reports (DARs) on student advisees and use these electronic documents to advise students throughout their academic program.

**Results:** Expected Results Achievement: Exceeded

**Recommendations:**

**Substantiating Evidence:**

- AACRAO Records Information (Adobe Acrobat Document) (See appendix)
- Recommends student transcripts are retained permanently
3.6
Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

Measure: Higher Education Reauthorization Act Compliance

Strategy Description: Financial Aid Office:
- Staff receives training to stay current with changes to Federal regulations
- Separation of duties
- Implementation of tracking edits and conditions are used to maintain compliance

Expected Results: Satisfactory Federal audit review results

Frequency: Annual audit of financial aid

Key/Responsible Personnel: Financial Aid Office staff

Findings for Higher Education Reauthorization Act Compliance

Summary of Findings: We have achieved satisfactory results from federal and state audits.

Federal audit occurs annually
State audit occurs every other year

Results: Expected Results Achievement: Met

Recommendations:

Substantiating Evidence:
- Page 1 of 7 State Audit Results (Adobe Acrobat Document) (See appendix)
- Page 2 of 7 State Audit Results (Adobe Acrobat Document) (See appendix)
- Page 3 of 7 State Audit Results (Adobe Acrobat Document) (See appendix)
- Page 4 of 7 State Audit Results (Adobe Acrobat Document) (See appendix)
- Page 5 of 7 State Audit Results (Adobe Acrobat Document) (See appendix)
- Page 6 of 7 State Audit Results (Adobe Acrobat Document) (See appendix)
- Page 7 of 7 State Audit Results (Adobe Acrobat Document) (See appendix)
- Part 1 of 3 Federal Audit Results (Adobe Acrobat Document) (See appendix)
- Part 2 of 3 Federal Audit Results (Adobe Acrobat Document) (See appendix)
- Part 3 of 3 Federal Audit Results (Adobe Acrobat Document) (See appendix)

3.6.1
A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

Measure: Loan recipients receive a disclosure indicating loan specifics and detail

Strategy Description: - Disclosures are given to all students who have had a student loan disbursed
- All new, first-time NTC borrowers complete loan entrance counseling prior to disbursement of student loan
- Exit counseling material is mailed to student upon graduating or enrollment at less than 6 credits
- Default prevention plan implemented.

Expected Results: 100% of loan borrowers receive information regarding their rights and responsibilities for accepting a student loan

Frequency: ongoing

Key/Responsible Personnel: Financial Aid Office staff

Findings for Loan recipients receive a disclosure indicating loan specifics and detail

Summary of Findings: Student receive a disclosure statement addressing student loan information, counseling, monitoring, and cooperation with lenders in several locations. They receive a packet of information via mail (both campus and distance) including their William D. Ford Federal Direct Loan Request Form and an Exit Counseling brochure from Federal Student Aid.

As of 2013, NTC has also implemented a default prevention plan.

Results: Expected Results Achievement: Met

Recommendations:
3.6.2

Students are informed of their ethical responsibilities regarding financial assistance.

**Measure:** Loan recipients receive information on responsibilities regarding financial aid

**Strategy Description:**
- Students sign a FAFSA acknowledging their ethical responsibilities for Federal aid
- All students who have packaged awards receive information in award letter regarding ethical responsibilities

**Expected Results:** 100% of students will be informed of financial aid responsibilities and policies

**Frequency:** ongoing

**Key/Responsible Personnel:** Financial Aid Office staff

**Findings** for Loan recipients receive information on responsibilities regarding financial aid

**Summary of Findings:** Students read the disclosure statement (page 8 of the FAFSA) and MUST sign acknowledging understanding to have the funds distributed. This includes responsibilities, both legal and ethical.

**Results:** Expected Results Achievement: Met

**Recommendations:**

3.6.3

Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines.

**Measure:** Records are kept and maintained in compliance with federal and state regulations

**Strategy Description:** Records are scanned into Perceptive Software Image Now Program to be maintained for 5+ years

**Expected Results:** 100% of records are maintained and we are in compliance, satisfactory audit review (federal and state)

**Frequency:** Ongoing

**Key/Responsible Personnel:** Financial Aid Office Staff

**Findings** for Records are kept and maintained in compliance with federal and state regulations

**Summary of Findings:** Records are kept and maintained in compliance with federal and state regulations (see Record Retention Requirements).

NTC Financial Aid uses Image Now for record keeping.

The process followed by the Financial Aid office are outlined in the 'Scanning Process' and 'Priority' documents.

The audit review indicates satisfactory results, as indicated in 3.6

**Results:** Expected Results Achievement: Met

**Recommendations:**

**Substantiating Evidence:**
- Page 1 of 4 Record Retention Requirements (Adobe Acrobat Document) (See appendix)
3.7

Measure: Appeals Process

Strategy Description: The Appeals/Grievance process is outlined in the Student Handbook, including a grievance appeal form. This is all posted on the website as well. Student grievances are reviewed with student and committee and resolution of the grievance is provided to students, posted in the minutes, and on Taskstream.

Expected Results: All students who report complaints and grievances will make it through the appeals process and receive resolution within 6 weeks of filed written appeal.

Frequency: Monthly during the school year

Key/Responsible Personnel: Student Admissions Progressions and Concerns Committee

Findings for Appeals Process

Summary of Findings: Student appeals are processed at monthly SAPC meetings. The appeals algorithm was completed spring. During the summer appeals are address by the SON committee chairs on a "as needed" basis. The appeals algorithm requires all appeals have a response within 6 weeks. Please see Student Grievances - NTC in taskstream to see students initial appeal/emailed grievance and the SAPC committee’s response. Records will be kept in Taskstream for a minimum of 7 years. See Grievance algorithm attached in 3.3.

Results: Expected Results Achievement: Met

Recommendations:

3.8

Measure: Students are oriented to technology used in program

Strategy Description: Computer literacy exam done at orientation
Distance Minnesota D2L orientation course for online students
All students have access to D2L courses for computer literacy
Computer Helpdesk is available to all students

Expected Results: All students are provided education on technologies during the start-up orientation and as needed

Frequency: Start of program

Ongoing

Key/Responsible Personnel: Student Admissions Progressions and Concerns Committee

Findings for Students are oriented to technology used in program

Summary of Findings: AD End of Program survey -
#21 - Orientation was adequate for the following areas: Technology requirements, 81.08% (N=37) agreed or strongly agreed
#22 - Orientation was adequate for the following areas: NTC website and navigation, 77.78% (N=37) agreed or strongly agreed
#23 - Orientation was adequate for the following areas: D2L, 75.68% (N=37) agreed or strongly agreed
#25 - Orientation was adequate for the following areas: Text book Websites/ATI website/other technology websites utilized by the program, 70.29% (N=37) agreed or strongly agreed
PN End of Program survey -
#21 - Orientation was adequate for the following areas: Technology requirements, 81.08% (N=18) agreed or strongly agreed
#22 - Orientation was adequate for the following areas: NTC website and navigation, 77.78% (N=18) agreed or strongly agreed
#23 - Orientation was adequate for the following areas: D2L, 75.68% (N=18) agreed or strongly agreed
#25 - Orientation was adequate for the following areas: Text book Websites/ATI website/other technology websites utilized by the program, 88.89% (N=18) agreed or strongly agreed

Results: Expected Results Achievement: Not Met

Recommendations: Most students, AD & PN are reporting they have been provided the education they need for technology. Continue to encourage students to seek help from our technical support and faculty as needed for technology. Faculty can assess student technology comfort level at different phases in their first semester and as needs arise.

Substantiating Evidence:
- 2014 AD End of Program Survey Results (Adobe Acrobat Document) (See appendix)
- December 2013 PN end of program survey results (Adobe Acrobat Document) (See appendix)

3.9
Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.

Measure: Admissions Packet/Website

Strategy Description: Packet includes information related to technology requirements and policies

Expected Results: All students will have access to the information related to technology requirements and policies

Frequency: Start of program

Ongoing

Key/Responsible Personnel: Student Admissions Progressions and Concerns Committee

Findings for Admissions Packet/Website

Summary of Findings: Website with technology requirements:
http://www.ntcmn.edu/academics/technology_requirements/

PN and AD (campus and distance) Students are informed of Technology Information during new Program Orientations, see powerpoint slides below.

Results: Expected Results Achievement: Met

Recommendations:

Substantiating Evidence:
- Technology Orientation powerpoint slides presented during Program Orientation (Word Document (Open XML)) (See appendix)
evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.

**Strategy Description:** Distance and on-campus deliveries have the same learning activities, instructional materials, and evaluation methodologies.

**Expected Results:** 100% online courses will utilize Quality Matters rubric to build courses

**Frequency:** Monthly

**Key/Responsible Personnel:** Curriculum Committee

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## Assessment Findings

### Finding per Measure

#### USA- NLNAC Standards- Associate (2013) (Copy 2)

**STANDARD 4: Curriculum**
The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.

#### 4.1

The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning outcomes and program outcomes consistent with contemporary practice.

**Strategy Description:** Professional standards & Guidelines competencies are referenced in course syllabi and assignments

- NLN 2010 Outcomes, QSEN, IOM, Advancing Care Excellence for Seniors (ACES), ANA code of ethics, ANA standards of practice, etc.

**Expected Results:** All of the listed professional standards, guidelines, and competencies are mapped and updated in the curriculum process

**Frequency:** Annually (October)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

#### Findings for Student Learning Outcome (SLO) Assessment Summary

**Summary of Findings:** Summarize findings: Map exists for both PN and AD programs outlining how the professional standards, guidelines, and competencies are threaded throughout the curriculum. See findings for mapped documents.

**Recommendations :**

**Substantiating Evidence:**

- AD Curriculum SLO Map with Professional Standards (Word Document (Open XML)) (See appendix)
- PN Curriculum SLO Map with Professional Standards (Word Document (Open XML)) (See appendix)
- PN Curriculum SLO Map with Professional Standards for retiring PN Curricula (Word Document (Open XML)) (See appendix)

#### 4.2

The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

**Strategy Description:** Course/Assignment:

- Training and utilization of EMR in clinical setting.
- Maintain confidentiality when using information technology to accurately document the provision and outcomes of patient care. Documentation will be reviewed by clinical instructor evaluated as pass/fail.

**Measure:** 2014 PN Practical SLO - Human Flourishing: Informatics/Technology - Level 1

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*Applicable to the PN program beginning Fall 2014.

**Expected Results:** 90% of students will successfully complete the course with a passing grade of a “C” or better

**Frequency:** Annually – fall course to be evaluated in Spring semester (April) (PN 1125 Clinical I)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

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### Findings for 2014 PN Practical SLO - Human Flourishing: Informatics/Technology - Level 1

**Summary of Findings:** To be implemented Fall 2014

**Recommendations:**

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### Measure: 2014 PN Practical SLO - Human Flourishing: Informatics/Technology - Level 2

**Strategy Description:** Course/Assignment:
Data Mining in the EHR Assignment
Rubric to be loaded into Taskstream

*Applicable to the PN program beginning Fall 2014.

**Expected Results:** 90% of students will successfully complete the course with a passing grade of a “C” or better

**Frequency:** Annually – spring course to be evaluated in Fall (October) (PN 1185 Clinical II)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

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### Findings for 2014 PN Practical SLO - Human Flourishing: Informatics/Technology - Level 2

**Summary of Findings:** To be implemented Fall 2014

**Recommendations:**

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### Measure: 2014 PN Practical SLO - Human Flourishing: Managing Care - Level 1

**Strategy Description:** Identifying Delegation/Reassignment of Tasks - rubric to be added to taskstream

*Applicable to the PN program beginning Fall 2014.

**Expected Results:** 80% of students will successfully complete the assignment with a passing grade of a “C” or better

**Frequency:** Annually – fall course to be evaluated in Spring semester (April) (PN 1125 Clinical I)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

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### Findings for 2014 PN Practical SLO - Human Flourishing: Managing Care - Level 1

**Summary of Findings:** To be implemented Fall 2014

**Recommendations:**
### Measure: 2014 PN Practical SLO - Human Flourishing: Managing Care - Level 2

**Strategy Description:** Prioritization of Care for Multiple Patients assignment

*Applicable to the PN program beginning Fall 2014.

**Expected Results:** 80% of students will successfully complete the assignment with a passing grade of a "C" or better

**Frequency:** Annually – spring course to be evaluated in Fall (October) (PN 1185 Clinical II)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings** for 2014 PN Practical SLO - Human Flourishing: Managing Care - Level 2

**Summary of Findings:** To be implemented Fall 2014

**Recommendations:**

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### Measure: 2014 PN Practical SLO - Nursing Judgment: Nursing Judgment and Evidence-Based Care - Level 1

**Strategy Description:** Focused Assessment: Student will demonstrate assessment skills. Student will randomly select a specific body system to complete a focused assessment on their lab partner. Student will be given 30 minutes to prepare a written document on EBP regarding the body system they drew. Measured in lab evaluation tool.

*Applicable to the PN program beginning Fall 2014.

**Expected Results:** 80% of students will successfully complete the assignments with a passing grade of a "C" or better

**Frequency:** Annually – fall course to be evaluated in Spring semester (April) (PN 1100 Foundations)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings** for 2014 PN Practical SLO - Nursing Judgment: Nursing Judgment and Evidence-Based Care - Level 1

**Summary of Findings:** To be implemented Fall 2014

**Recommendations:**

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### Measure: 2014 PN Practical SLO - Nursing Judgment: Nursing Judgment and Evidence-Based Care - Level 2

**Strategy Description:** Data Mining in the EHR Rubric loaded into Taskstream

*Applicable to the PN program beginning Fall 2014.

**Expected Results:** 80% of students will successfully complete the assignments with a passing grade of a "C" or better

**Frequency:** Annually – spring course to be evaluated in Fall (October) (PN 1185 Clinical II)

**Key/Responsible Personnel:** Curriculum Committee and course faculty
Findings for 2014 PN Practical SLO - Nursing Judgment: Nursing Judgment and Evidence-Based Care - Level 2

Summary of Findings: To be implemented Fall 2014
Recommendations:

Measure: 2014 PN Practical SLO - Professional Identity: Professional Identity and Behavior - Level 1

Strategy Description: Legal: http://ce.nurse.com/ce510/document-it-right-would-your-charting-stand-up-to-scrutiny/CE510 Document It Right. Review the course and complete the clinical vignette quiz, submit copy of score.

*Applicable to the PN program beginning Fall 2014.
Expected Results: 80% of students will successfully complete the assignment with 100%
Frequency: Annually – fall course to be evaluated in Spring semester (April) (PN 1100 Foundations)

Key/Responsible Personnel: Curriculum Committee and course faculty

Findings for 2014 PN Practical SLO - Professional Identity: Professional Identity and Behavior - Level 1

Summary of Findings: To be implemented Fall 2014
Recommendations:

Measure: 2014 PN Practical SLO - Professional Identity: Quality Improvement - Level 1

Strategy Description: Ethics: Code of Ethics Assessment Journal. Student journal answers to questions specific to professional practice of the Practical Nurse. Must achieve 80% or greater.

*Applicable to the PN program beginning Fall 2014.
Expected Results: 80% of students will successfully complete the assignments with a grade of "C" or better (80%)
Frequency: Annually – spring course to be evaluated in Fall (October) (PN 1170 Transition to Practice)

Key/Responsible Personnel: Curriculum Committee and course faculty

Findings for 2014 PN Practical SLO - Professional Identity: Quality Improvement - Level 1

Summary of Findings: To be implemented Fall 2014
Recommendations:
**Strategy Description:** Transforming Care at the Bedside
Assignment graded pass/fail - student pass rates loaded to Taskstream

*Applicable to the PN program beginning Fall 2014.

**Expected Results:** 80% of students will successfully complete the assignment with a pass

**Frequency:** Annually – fall course to be evaluated in Spring (April) (PN 1125 Clinical I)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

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**Findings** for 2014 PN Practical SLO - Professional Identity: Quality Improvement
- Level 1

**Summary of Findings:** To be implemented Fall 2014

**Recommendations:**

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**Measure:** 2014 PN Practical SLO - Professional Identity: Quality Improvement - Level 2

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**Strategy Description:** Quality Improvement Assignment - reflective journal assignment - rubric to taskstream

*Applicable to the PN program beginning Fall 2014.

**Expected Results:** 80% of students will successfully complete the assignment with a pass

**Frequency:** Annually – spring course to be evaluated in Fall (October) (PN 1185 Clinical II)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

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**Findings** for 2014 PN Practical SLO - Professional Identity: Quality Improvement
- Level 2

**Summary of Findings:** To be implemented Fall 2014

**Recommendations:**

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**Measure:** 2014 PN Practical SLO - Professional Identity: Safety - Level 1

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**Strategy Description:** QSEN Infection Control Activity. View video and identify 8 incorrect infection control behaviors and explain the correct action. Must list 8 errors and corrective action to successfully pass.

*Applicable to the PN program beginning Fall 2014.

**Expected Results:** 80% of students will successfully complete the assignments with a grade of “C” or better (80%)

**Frequency:** Annually – fall course to be evaluated in Spring (April) (PN 1100 Foundations)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

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**Findings** for 2014 PN Practical SLO - Professional Identity: Safety - Level 1

**Summary of Findings:** To be implemented Fall 2014

**Recommendations:**
Measure: 2014 PN Practical SLO - Professional Identity: Safety - Level 2

Strategy Description: Apply safety and infection control measure to patient care - rubric will be added to Taskstream

*Applicable to the PN program beginning Fall 2014.

Expected Results: 80% of students will successfully complete the assignments with a grade of “C” or better (80%)

Frequency: Annually – fall course to be evaluated in Spring (April) (PN 1125 Clinical I)

Key/Responsible Personnel: Curriculum Committee and course faculty

Findings for 2014 PN Practical SLO - Professional Identity: Safety - Level 2

Summary of Findings: To be implemented Fall 2014

Recommendations:

Measure: 2014 PN Practical SLO - Spirit of Inquiry: Patient Relationship-Centered Care - Level 1

Strategy Description: Cultural Presentation
Rubric will be added to Taskstream

*Applicable to the PN program beginning Fall 2014.

Expected Results: 80% of students will successfully complete the assignment with a passing grade of a “C” or better

Frequency: Annually – fall course to be evaluated in Spring semester (April) (PN 1100 Foundations)

Key/Responsible Personnel: Curriculum Committee and course faculty

Findings for 2014 PN Practical SLO - Spirit of Inquiry: Patient Relationship-Centered Care - Level 1

Summary of Findings: To be implemented Fall 2014

Recommendations:

Measure: 2014 PN Practical SLO - Spirit of Inquiry: Patient Relationship-Centered Care - Level 2

Strategy Description: Diversity Assignment

*Applicable to the PN program beginning Fall 2014.

Expected Results: 80% of students will successfully complete the assignment with a passing grade of a “C” or better

Frequency: Annually – spring course to be evaluated in Fall (October) (PN 1185 Clinical II)

Key/Responsible Personnel: Curriculum Committee and course faculty
Findings for 2014 PN Practical SLO - Spirit of Inquiry: Patient Relationship-Centered Care - Level 2

Summary of Findings: To be implemented Fall 2014

Recommendations:

Measure: 2014 PN Practical SLO - Spirit of Inquiry: Teamwork and Collaboration - Level 1

Strategy Description: Strengths Assignment Interdisciplinary
Communication certificate completed stating individual strengths added to Taskstream

*Applicable to the PN program beginning Fall 2014.

Expected Results: 80% of students will successfully complete the assignments with a grade of “C” or better (80%)

Frequency: Annually – spring course to be evaluated in Fall (October) (PN 1170 Transitions)

Key/Responsible Personnel: Curriculum Committee and course faculty

Findings for 2014 PN Practical SLO - Spirit of Inquiry: Teamwork and Collaboration - Level 1

Summary of Findings: To be implemented Fall 2014

Recommendations:

Measure: 2014 PN Practical SLO - Spirit of Inquiry: Teamwork and Collaboration - Level 2

Strategy Description: Teamwork Journal
Rubric to be uploaded to Taskstream

*Applicable to the PN program beginning Fall 2014.

Expected Results: 80% of students will successfully complete the assignments with a grade of “C” or better (80%)

Frequency: Annually – spring course to be evaluated in Fall (October) (PN 1185 Clinical II)

Key/Responsible Personnel: Curriculum Committee and course faculty

Findings for 2014 PN Practical SLO - Spirit of Inquiry: Teamwork and Collaboration - Level 2

Summary of Findings: To be implemented Fall 2014

Recommendations:

Measure: Associate Student Learning Outcomes - Human Flourishing - Level 1
(Context/Environment; Knowledge/Science)

Strategy Description: FHP assignment: Comprehensive Data Base using Gordon’s Functional Health Patterns on a LTC client - ADNG1200
**Expected Results:** 80% of students pass the assignment  
**Frequency:** Annually (ADNG1200 - November)  
**Key/Responsible Personnel:** Curriculum Committee and course faculty

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**Findings for Associate Student Learning Outcomes - Human Flourishing - Level 1**  
(Context/Environment; Knowledge/Science)

**Summary of Findings:** FHP assessment assignment  
Spring 2014 34/34 students passed the assignment (100 %)  
Learners are required to resubmit assignment with revisions if satisfactory submission is not earn initially. A maximum of 2 submissions are permitted.

**Results:** Expected Results Achievement: Exceeded  
**Recommendations :**  
**Substantiating Evidence:**  
SLO reports 6 1 2014 (File) (See appendix)

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**Measure:** Associate Student Learning Outcomes - Human Flourishing - Level 2  
(Context/Environment; Knowledge/Science)

**Strategy Description:** Process Recording Course assignment - ADNG2200/RNSG 2274  
**Expected Results:** 80% of students pass the assignment  
**Frequency:** Annually (October)  
**Key/Responsible Personnel:** Curriculum Committee and course faculty

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**Findings for Associate Student Learning Outcomes - Human Flourishing - Level 2**  
(Context/Environment; Knowledge/Science)

**Summary of Findings:** RNSG 2274: Clinical II 2013  
Interpersonal Process Recording Assignment  
Spring 2013 (Campus Section) 21/21 100% passed  
Spring 2013 (Distance Section) 22/22 100% passed  
Summer 2013 (Distance Section) 15/15 100% passed  
Learners are required to resubmit assignment with revisions if satisfactory submission is not earn initially. A maximum of 2 submissions are permitted.

RNSG 2274 Clinical II 2014  
Spring 2014 (Campus Section) 20/20 100% passed  
Spring 2014 (Distance Section) 20/20 100% passed  
**Results:** Expected Results Achievement: Exceeded  
**Recommendations :**  
**Substantiating Evidence:**  
Interpersonal Process Recording Assignment (Word Document (Open XML)) (See appendix)  
Sample assignment

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**Measure:** Associate Student Learning Outcomes - Nursing Judgment - Level 1  
(Personal/Professional Development; Knowledge/Science)

**Strategy Description:** Video Validation Assignment: Demonstration of physical assessment skill
on lab partner or mannequin - ADNG1000

**Expected Results:** 80% of students pass critical assignment
**Frequency:** Annually (April)
**Key/Responsible Personnel:** Curriculum Committee and course faculty

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**Findings** for Associate Student Learning Outcomes - Nursing Judgment - Level 1
*(Personal/Professional Development; Knowledge/Science)*

**Summary of Findings:** Demonstration of physical assessment skill on lab partner or mannequin in ADNG1000 - video validation assignment
35/38 students passed (92%)

**Results:** Expected Results Achievement: Exceeded

**Recommendations:**

**Substantiating Evidence:**
- SLO reports 6/1/2014 (File) (See appendix)

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**Measure:** Associate Student Learning Outcomes - Nursing Judgment - Level 2
*(Personal/Professional Development; Knowledge/Science)*

**Strategy Description:** Delegation and Prioritization Course assignment - RNSG 2234

**Expected Results:** 80% of students pass critical assignment
**Frequency:** Annually (October)
**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings** for Associate Student Learning Outcomes - Nursing Judgment - Level 2
*(Personal/Professional Development; Knowledge/Science)*

**Summary of Findings:** RNSG 2234: Transition to Professional Nursing Delegation/Prioritization Case Study Assignment
- Spring 2014 (Campus Section) 100% passed
- Spring 2014 (Distance Section) 95% passed
- Spring 2013 (Campus Section) 25/27 92.6% passed
- Spring 2013 (Distance Section) 25/35 71.4% passed
- total 50/62 80.65% passed

**Results:** Expected Results Achievement: Met

**Recommendations:** Encourage enhanced collaboration and discussion related to assignment concepts among distance learners, discuss as faculty differences between campus and distance learners in approaches to satisfactory assignment completion.

**Substantiating Evidence:**
- Delegation and Prioritization Assignment (Word Document (Open XML)) (See appendix)
  - Sample assignment

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**Measure:** Associate Student Learning Outcomes - Nursing Judgment - Level 2
*(Personal/Professional Development; Knowledge/Science)*

**Strategy Description:** ATI Leadership Proctored Exam- ADNG 2250

**Expected Results:** need to add the standard for "passing" and how many students are expected to "pass" to meet expectation.
Frequency: Every Spring semester.

Key/Responsible Personnel: Curriculum committee and course faculty.

Findings for Associate Student Learning Outcomes - Nursing Judgment - Level 2 (Personal/Professional Development; Knowledge/Science)

Summary of Findings: Will be implemented beginning Spring 2015.

Recommendations:

Measure: Associate Student Learning Outcomes - Professional Identity - Level 1 (Quality/Safety; Relationship-Centered Care)

Strategy Description: Professional communication and principles of Team Stepps and safety are demonstrated in simulation lab and evaluated on Simulation Performance Evaluation in ADNG 1200

Expected Results: 80% of students pass the assignment

Frequency: Annually (October)

Key/Responsible Personnel: Curriculum Committee and course faculty

Findings for Associate Student Learning Outcomes - Professional Identity - Level 1 (Quality/Safety; Relationship-Centered Care)

Summary of Findings: Simulation Performance Evaluation in ADNG 1200

Spring 2014 34/34 students passed this assignment (100%)

Results: Expected Results Achievement: Exceeded

Recommendations:

Substantiating Evidence:

SLO reports 6 1 2014 (File) (See appendix)

Measure: Associate Student Learning Outcomes - Professional Identity - Level 2 (Quality/Safety; Relationship-Centered Care)

Strategy Description: Staff Education Assignment: Development and implementation of teaching plan - RNSG 2274/ADNG 2200

Expected Results: 80% of students pass the assignment

Frequency: Annually (October)

Key/Responsible Personnel: Curriculum Committee and course faculty

Findings for Associate Student Learning Outcomes - Professional Identity - Level 2 (Quality/Safety; Relationship-Centered Care)

Summary of Findings: RNSG 2272: Clinical II

Staff Education Project

Spring 2014 (Distance section) 20/20 100% passed

Spring 2013 (Campus Section) 21/21 100% passed

Spring 2013 (Distance Section) 22/22 100% passed

Summer 2013 (Distance Section) 15/15 100% passed

Learners are required to resubmit assignment with revisions if satisfactory submission is not earn
initially. A maximum of 2 submissions are permitted.

**Results:** Expected Results Achievement: Exceeded

**Recommendations:**

**Substantiating Evidence:**
- Staff Education Project (Word Document (Open XML)) (See appendix)
- Sample assignment

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**Measure:** Associate Student Learning Outcomes - Spirit of Inquiry - Level 1 (Relationship-Centered Care; Teamwork)

**Strategy Description:** Evidence Based Practice APA paper in ADNG1000

**Expected Results:** 80% of students pass the assignment

**Frequency:** Annually (April)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings for Associate Student Learning Outcomes - Spirit of Inquiry - Level 1 (Relationship-Centered Care; Teamwork)**

**Summary of Findings:** 26/37 (70%) of students passed this assignment. There were problems identified with clarity of assignment and communication of expectations between faculty and between faculty and students.

**Results:** Expected Results Achievement: Not Met

**Recommendations:** revise the assignment to more clearly communicate the expectations.

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**Measure:** Associate Student Learning Outcomes - Spirit of Inquiry - Level 2 (Relationship-Centered Care; Teamwork)

**Strategy Description:** APA Evidence Based Practice paper-ADNG2100/RNSG2262

**Expected Results:** 80% of students pass the assignment

**Frequency:** Annually (April)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings for Associate Student Learning Outcomes - Spirit of Inquiry - Level 2 (Relationship-Centered Care; Teamwork)**

**Summary of Findings:** RNSG 2262: Clinical I Evidence Based Practice Paper
- Fall 2012 (Campus Section) 23/23 100% passed
- Fall 2012 (Distance Section) 22/22 100% passed
- Spring 2013 (Distance Group) 18/18 100% passed

Learners are required to resubmit assignment with revisions if satisfactory submission is not earn initially. A maximum of 2 submissions are permitted.

**Results:** Expected Results Achievement: Exceeded

**Recommendations:**

**Substantiating Evidence:**
- Evidence Based Practice Assignment (Word Document (Open XML)) (See appendix)
- Sample assignment
Measure: Retiring PN Practical SLO - Adapt nursing care to diverse populations to provide individualized quality patient care

Strategy Description: Course/Assignment: Cultural Competent Care - certificate Assessed in Clinical II (PNSG1225)

Expected Results: 80% of students will successfully complete the course with a passing grade of a "C" or better

Frequency: Annually – fall course to be evaluated in Spring semester (PNSG1225)

Key/Responsible Personnel: Curriculum Committee and course faculty

Findings for Retiring PN Practical SLO - Adapt nursing care to diverse populations to provide individualized quality patient care

Summary of Findings: Summary of Findings: PNSG 1225 Clinical II (This assignment initiated Fall 2013) Cultural Competent On-line certificate
35 students enrolled/35 students achieved = 100%

Results: Expected Results Achievement: Exceeded

Recommendations:

Measure: Retiring PN Practical SLO - Apply safety and infection control measures to patient care

Strategy Description: Course/Assignment: Lab evaluation Assessed in Nursing I (PNSG1202)

Expected Results: 80% of students will successfully complete the course with a passing grade of a "C" or better

Frequency: Annually – spring course to be evaluated in fall semester (PNSG1202)

Key/Responsible Personnel: Curriculum Committee and course faculty

Findings for Retiring PN Practical SLO - Apply safety and infection control measures to patient care

Summary of Findings: Fall 2013:
37/ 37 = 100%

Summer 2013:
32/ 32 = 100%

Fall 2012:
31/31 = 100%

Each student must achieve 80% or > lab course. Outcome measure lab evaluation question # 3.

Results: Expected Results Achievement: Exceeded

Recommendations:
**Measure:** Retiring PN Practical SLO - Demonstrate accountability for legal and ethical codes of conduct for Practical Nursing

**Strategy Description:** Course/Assignment:
Unit 3 Activity Quiz
Assessed in Concepts of Nursing (PNSG1200)

**Expected Results:** 80% of students will successfully complete the course with a passing grade of a "C" or better

**Frequency:** Annually – fall course to be evaluated in spring semester (PNSG1200)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings** for Retiring PN Practical SLO - Demonstrate accountability for legal and ethical codes of conduct for Practical Nursing

**Summary of Findings:**
Fall 2013
12/12 = 100%

Spring 2013
22/21 = 95%

**Results:** Expected Results Achievement: Exceeded

**Recommendations:**

**Measure:** Retiring PN Practical SLO - Demonstrate competence consistent with the entry-level Practical Nurse

**Strategy Description:** Course/Assignment:
Final Evaluation
Assessed in Practicum (PNSG1236)

**Expected Results:** 80% of students will successfully complete the course with a passing grade of a "C" or better

**Frequency:** Annually – fall course to be evaluated in spring semester (PNSG1236)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings** for Retiring PN Practical SLO - Demonstrate accountability for legal and ethical codes of conduct for Practical Nursing

**Summary of Findings:**
Fall 2013
32/34 = 94% achieved

Summer 2013
35/37 = 94% achieved

**Results:** Expected Results Achievement: Exceeded

**Recommendations:**

**Measure:** Retiring PN Practical SLO - Demonstrate accountability for legal and ethical codes of conduct for Practical Nursing
Strategy Description: Course/Assignment:
Strength Finder/Leadership Activity
Assessed in Nursing Roles (PNSG1234)

Expected Results: 80% of students will successfully complete the course with a passing grade of a “C” or better

Frequency: Annually – fall course to be evaluated in spring semester (PNSG1234)

Key/Responsible Personnel: Curriculum Committee and course faculty

Findings for Retiring PN Practical SLO - Demonstrate competence consistent with the entry-level Practical Nurse

Summary of Findings: Strength Finders Assignment summary of findings:

Fall 2013
32/34 = 94% achieved

Summer 2013
37/35 = 94% achieved

Fall 2012
26/31 = 83% achieved

Results: Expected Results Achievement: Exceeded

Recommendations:

Measure: Retiring PN Practical SLO - Demonstrate competence with patient care equipment and technology to provide safe quality patient care

Strategy Description: Course/Assignment:
Glove Activity Assignment/Unit Exam
Assessed in Nursing I (PNSG1202)

Expected Results: 80% of students will successfully complete the course with a passing grade of a “C” or better

Frequency: Annually – spring course to be evaluated in fall semester (PNSG1202)

Key/Responsible Personnel: Curriculum Committee and course faculty

Findings for Retiring PN Practical SLO - Demonstrate competence with patient care equipment and technology to provide safe quality patient care

Summary of Findings: Spring 2013:
Two separate Nursing I Classes
18/24 = 75%
7/19 = 37%

Results: Expected Results Achievement: Not Met

Recommendations: Encourage enhanced collaboration and discussion related to assignment approaches for satisfactory assignment completion

Measure: Retiring PN Practical SLO - Demonstrate competence with patient care equipment and technology to provide safe quality patient care

Strategy Description: Course/Assignment:
Mandatory Infection Control Assignment & Quiz
Assessed in Clinical I (PNSG1202)
**Expected Results:** 80% of students will successfully complete the course with a passing grade of a “C” or better  
**Frequency:** Annually – spring course to be evaluated in fall semester (PNSG1202)  
**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings** for Retiring PN Practical SLO - Demonstrate competence with patient care equipment and technology to provide safe quality patient care

**Summary of Findings:** Mandatory Infection Control Quiz summary of findings:  
Spring 2013:  
47/47 = 100%  
Spring 2014  
18/18 = 100%  
**Results:** Expected Results Achievement: Exceeded  
**Recommendations:** This mandatory Infection Control Quiz and Assignment was initiated in Spring 2013

**Measure:** Retiring PN Practical SLO - Demonstrate effective communication skills in the health care setting

**Strategy Description:** Course/Assignment:  
Charting Assignment  
Assessed in Concepts of Nursing (PNSG1200)  
**Expected Results:** 80% of students will successfully complete the course with a passing grade of a “C” or better  
**Frequency:** Annually – fall course to be evaluated in spring semester (PNSG1200)  
**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings** for Retiring PN Practical SLO - Demonstrate effective communication skills in the health care setting

**Summary of Findings:** Charting Assignment summary of findings:  
Fall 2013:  
12/12 = 100%  
Spring 2013:  
21/22 = 95%  
Fall 2012:  
32/32 = 100%  
**Results:** Expected Results Achievement: Exceeded  
**Recommendations:**

**Measure:** Retiring PN Practical SLO - Demonstrate effective communication skills in the health care setting

**Strategy Description:** Course/Assignment:  
Communication Tech Assignment  
Assessed in Psychosocial (PNSG1220)  
**Expected Results:** 80% of students will successfully complete the course with a passing grade of a
“C” or better

**Frequency:** Annually – fall course to be evaluated in spring semester (PNSG1220)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

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**Findings for Retiring PN Practical SLO - Demonstrate effective communication skills in the health care setting**

**Summary of Findings:** Communication Assignment summary of findings:

- **Fall 2013:**
  - 35/37 = 94%

- **Fall 2012:**
  - 23/23 = 100%

- **Spring 2014:**
  - 5/5 = 100%

**Results:** Expected Results Achievement: Exceeded

**Recommendations:**

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**Measure:** Retiring PN Practical SLO - Demonstrate effective communication skills in the health care setting

**Strategy Description:** Course/Assignment:
Evaluation
Assessed in Practicum (PNSG1236)

**Expected Results:** 80% of students will successfully complete the course with a passing grade of a “C” or better

**Frequency:** Annually – fall course to be evaluated in spring semester (PNSG1236)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

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**Findings for Retiring PN Practical SLO - Demonstrate effective communication skills in the health care setting**

**Summary of Findings:**

- **Fall 2013:**
  - 32/34 = 94% achieved

- **Summer 2013:**
  - 35/37 = 94% achieved

- **Fall 2012:**
  - 26/31 = 83%

**Results:** Expected Results Achievement: Exceeded

**Recommendations:**

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**Measure:** Retiring PN Practical SLO - Perform medication administration safely and accurately

**Strategy Description:** Course/Assignment:
Demonstration/Oral medication quiz
Assessed in Nursing I (PNSG1204)

**Expected Results:** 80% of students will successfully complete the course with a passing grade of a “C” or better
**Measure:** Retiring PN Practical SLO - Perform medication administration safely and accurately

**Strategy Description:** Course/Assignment:
Safety with Medication evaluation
Assessed in Clinical II (PNSG1225)

**Expected Results:** 80% of students will successfully complete the course with a passing grade of a “C” or better

**Frequency:** Annually – fall course to be evaluated in spring semester (PNSG1225)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings** for Retiring PN Practical SLO - Perform medication administration safely and accurately

**Summary of Findings:** Summary of findings:
Fall 2013:
35/37 = 94%

Summer 2013:
32/32 = 100%

Fall 2012:
26/31 = 83%

**Recommendations:**

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**Measure:** Retiring PN Practical SLO - Perform medication administration safely and accurately

**Strategy Description:** Course/Assignment:
Safety with Medication final evaluation
Assessed in Practicum (PNSG1236)

**Expected Results:** 80% of students will successfully complete the course with a passing grade of a “C” or better

**Frequency:** Annually – fall course to be evaluated in spring semester (PNSG1236)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings** for Retiring PN Practical SLO - Perform medication administration safely and accurately

**Summary of Findings:** Fall 2013:
14/20 = 70% achieved

Spring 2013:
24/25 = 96% achieved

Fall 2012:
30/42 = 71% achieved

Percentage between 54/67 = 80.5%

**Results:** Expected Results Achievement: Met

**Recommendations:**
**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings** for Retiring PN Practical SLO - Perform medication administration safely and accurately

**Summary of Findings:** Practicum summary of findings:

- **Fall 2013:**
  - 32/34 = 94% achieved
- **Summer 2013:**
  - 35/37 = 94% achieved
- **Fall 2012:**
  - 29/31 = 93% achieved

**Results:** Expected Results Achievement: Exceeded

**Recommendations:**

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**Measure:** Retiring PN Practical SLO - Safety

**Strategy Description:**
- **Course/Assignment:** Final Evaluation
- **Assessed in Practicum (PNSG1236)**
- **Expected Results:** 80% of students will successfully complete the course with a passing grade of a "C" or better
- **Frequency:** Annually – fall course to be evaluated in spring semester (PNSG1236)
- **Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings for Retiring PN Practical SLO - Safety**

**Summary of Findings:**

- **Fall 2013:**
  - 32/34 = 94% achieved
- **Summer 2013:**
  - 35/37 = 94% achieved
- **Fall 2012:**
  - 29/31 = 93% achieved

**Results:** Expected Results Achievement: Exceeded

**Recommendations:**

---

**Measure:** ATI Testing Plan

**Strategy Description:**
- **Curriculum will be tested for rigor with ATI nationally standardized exams.**
- **Expected Results:** 80% of students pass ATI exams.
- **Frequency:** Each semester with course evaluations (October and April)
- **Key/Responsible Personnel:** Faculty and Curriculum Committee

**Findings for ATI Testing Plan**

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**4.3**

The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.
Summary of Findings: AD Mobility program administered the comprehensive ATI predictor exam at end of program for year 2012-13 and 2013-14. Benchmark identified for this exam was as score of 74% or higher, equivalent to ATI's Level 2 of achievement. Results were as follows:
For year 2012-13: 58 students completed the exam, with 8% of students meeting the benchmark.
For year 2013-14: 49 students completed the exam, with 12.2% of students meeting the benchmark.
Group national mean for level of achievement for this exam was 69.7% for both years. 25.9% of students were at or above national mean for year 2012-13; 30.6% of students were at or above national mean for year 2013-14.

No prior PN benchmark set for year 2012-13. PN program results for year 2012-13 (2 graduating classes, summer and fall semesters) were compiled and were found to be as follows:
72 students completed the exam
Group national mean for level of achievement for this exam was 67.1% for year 2012-13. 38% of students were at or above national mean.

Results: Expected Results Achievement: Not Met

Recommendations: Lower program benchmark for AD program to be reflective of national mean, new program benchmark established as 70%.
Faculty discussion resulted in creation of policy reflective of high stakes testing for use in both PN and AD programs, policy to include:
1). require mandatory attendance at ATI Live Review at end of program.
2). Practice comprehensive predictor Form A exam to be given within final clinical course of program enrollment at mid semester with required remediation to follow based upon earned level of achievement. Live review to be scheduled prior to completion of Proctored comprehensive predictor Form A exam. Administration of Comprehensive Predictor exam to follow live review. Passing course grade for final clinical course to be issued upon achievement of benchmark for Proctored Comprehensive predictor exam. If this level of achievement is not earned, remediation will follow with repeat testing via Practice comprehensive predictor Form B. Failure to meet benchmark on retest will result in clinical failure.

Established PN benchmark reflective of national mean, new PN program benchmark set to be 70%.

▼ Measure: Curriculum Committee Meeting Minutes

Strategy Description: Course Evaluation by Faculty is completed and reviewed by Curriculum Committee and reflected in the minutes. This evaluation addresses currency and integrity of the course. Integrity - demonstration of soundness of POS assessing mission philosophy
Currency - less than 7 years

Expected Results: Courses are developed and reviewed by faculty.

Frequency: Each semester (October and April).

Key/Responsible Personnel: Faculty and Curriculum Committee

Findings for Curriculum Committee Meeting Minutes

Summary of Findings: All students are asked to complete a course survey for all nursing courses. Faculty use this data when they complete the Faculty course evaluation for each course taught per semester. The curriculum committee reviews each course annually and summarizes data from the Faculty course evaluation. Course evaluations and summaries are then uploaded to the J Drive where they are accessible to all faculty.

Results: Expected Results Achievement: Met

Recommendations: The faculty course evaluation was modified Fall 2013 to encourage faculty to specifically address issues of diversity and to evaluate course for integrity, rigor, and currency; the standards were also identified. The course summary form was modified Spring 2014 to include reference to the standards and to only address one course per summary.
4.4
The curriculum includes general education courses that enhance professional nursing knowledge and practice.

**Measure:** Graduation Plan

**Strategy Description:** General education was chosen to support nursing program. For example English composition supports the concept of clear and concise written communication which is essential in documentation for legal practice. Biology lab courses (anatomy and physiology) are foundational to learning the human body function which is built on for focused and a comprehensive physical assessment.

**Expected Results:** 90% of students will achieve graduation.

**Frequency:** End of program evaluation (May)

**Key/Responsible Personnel:** Registrar, Director and Dean.

**Findings** for Graduation Plan

**Summary of Findings:** Links to general education courses.

**Recommendations:**

**Substantiating Evidence:**
- Associate’s - Generic (Web Link)
  https://www.ntcmn.edu/academics/programs/nursing/nursing/as_generic/
- Associate’s - Step In (Web Link)
  https://www.ntcmn.edu/academics/programs/nursing/nursing/as_stepin/
- Practical (Web Link)
  https://www.ntcmn.edu/academics/programs/nursing/practical_nursing/diploma/

4.5
The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.

**Measure:** Culturally Competent Nursing Care Certification

**Strategy Description:** HHR (Health and Human Services) Course, assignment- certificate
https://ccmn.thinkculturalhealth.hhs.gov/
Cultural, ethnic, and socially diverse concepts are presented in the curriculum (ADNG1000 and ADNG2250 and PNSG1100 and PNSG1185)
After attending a facilitated session of this continuing education activity, participants should be able to:
- Define concepts related to culturally and linguistically appropriate services in nursing practice
- Identify strategies to promote self-awareness about attitudes, beliefs, biases, and behaviors that may influence the nursing care or services they provide.
- Devise strategies to enhance skills toward the provision of culturally and linguistically appropriate services.
- Demonstrate the advantages of the adoption of the National Standards for Culturally and Linguistically Appropriate Services in their practice

**Expected Results:** 80% of students will pass their certification

**Frequency:** Annually (April)

**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings** for Culturally Competent Nursing Care Certification

**Summary of Findings:** On AD end of program surveys for 2012/13 and 2013/14 (N=37) over 90% of students agreed that curriculum includes ethnically and socially diverse concepts.

On PN end of program survey for 2013/14 over 88% (N=18) of students agreed or strongly agreed that curriculum includes ethnically and socially diverse concepts.

**Results:** Expected Results Achievement: Met

**Recommendations:**

**Substantiating Evidence:**
- AD End of Program Summary Results 2012/13 (Word Document (Open XML)) (See appendix)
4.6
The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.

**Measure: Course Evaluations by Faculty**

**Strategy Description:** Course evaluation includes
- educational theory used in this course
- interprofessional collaboration
- curricular and instructional processes in this course that reflect research/evidence based content.

**Expected Results:** 100% of courses are evaluated

**Frequency:** Semester following course delivery

**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings for Course Evaluations by Faculty**

**Summary of Findings:** Faculty complete Faculty Course Evaluation for all courses taught each semester which includes evaluation of student course survey results and recommendations for changes. The Curriculum Committee summarizes the results of these surveys. Surveys and summaries are uploaded to the J drive where all faculty have access.

**Results:** Expected Results Achievement: Met

**Recommendations:**

**Substantiating Evidence:**
- Sample of Course Evaluation Summary (Word Document (Open XML)) (See appendix)
- Sample of Course Evaluation Mar-April 2012 prior to template change
- Sample of Faculty Course Survey (Microsoft Word) (See appendix)

Faculty Course Evaluation for Nursing II Spr 14

4.7
Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the student learning outcomes.

**Measure: Program Evaluation/Exit Exams**

**Strategy Description:** At completion of the program, students are provided a program evaluation that reflects established professional and practice competencies, and measure the achievement of the student learning outcomes.

ATI Exit Exams have been adopted.

**Expected Results:** 75% of students will complete the evaluation

Students will rate the achievement of the Student Learner Outcomes at graduation as an average of 3 on a 1 to 4 Likert scale.

Exit exams will be at or above the national average

**Frequency:** Annually (May)

**Key/Responsible Personnel:** Curriculum Committee and program faculty

**Findings for Program Evaluation/Exit Exams**

**Summary of Findings:** The AD and PN programs mapped all ADNG and PNSG courses to determine where concepts supporting achievement of the student learning outcomes were introduced, reinforced, and mastered. Assignments were developed to evaluate outcome mastery. Syllabi were developed based on the AD and PN Curriculum Maps that document the course description, student learning outcomes, course objectives, teaching methodologies, and evaluation
methods, including identification of outcome assignments. All course syllabi communicate the student learning outcomes addressed, course objectives, teaching methods, and evaluative criteria used to determine course grade.

**Results:** Expected Results Achievement: Met

**Recommendations:**

**Substantiating Evidence:**

- [AD Generic Curriculum (Word Document (Open XML))] (See appendix)
- This table summarizes all ADNG courses offered in the AD Generic program providing course description, student learning outcomes, course objectives, teaching strategies, and evaluation methods. Outcome assignments are identified in the evaluation column.
- [AD Nursing Curriculum Map (Word Document (Open XML))] (See appendix)
- Table demonstrates where student learning outcomes are introduced, reinforced, and mastered across all ADNG courses offered in the curriculum.
- [PN Curriculum Map (Word Document (Open XML))] (See appendix)

---

### 4.8

The length of time and the credit hours required for program completion are congruent with the attainment of identified student learning outcomes and program outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.

**Measure: Program Length & Credit Hours**

**Strategy Description:** Curriculum outline sequencing. MnSCU has adopted 64 credits as the length of program which was approved by the state of Minnesota. MNSCU allows 31-72 credits to award a diploma. Accrediting body recommends 40 or less. Revised NTC PN Curriculum is 38 credits.

**Expected Results:** Program length is consistent with the governing organization, state, and national standards.

**Frequency:** At origin and every three years at (AASC) Academic Affairs and Standards Council (February).

**Key/Responsible Personnel:** Curriculum Committee, Dean, and Director

**Findings for Program Length & Credit Hours**

**Summary of Findings:**

- The AD Nursing Program maintains 64 credits (34 nursing and 30 general eds)
- The revised PN Nursing program is 38 credits (26 nursing and 12 general eds)

**Results:** Expected Results Achievement: Met

**Recommendations:**

**Substantiating Evidence:**

- [AD Curriculum Table (Word Document (Open XML))] (See appendix)
- [PN Curriculum Table (Word Document (Open XML))] (See appendix)

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### 4.9

Practice learning environments support the achievement of student learning outcomes and program outcomes.

**Measure: Course Evaluation**

**Strategy Description:**

**Expected Results:** 100% of courses will be evaluated annually by faculty and students

**Frequency:** Every month

**Key/Responsible Personnel:** Curriculum Committee and course faculty

**Findings for Course Evaluation**
Summary of Findings: Faculty complete a Course Evaluation based on student course surveys on all courses taught at the end of each semester. Membership of Curriculum Committee then review all available course evaluations for a given course and create a summary of data on Course Evaluation Summary. Documents are uploaded in the J drive. Instructors assigned to the course, can review summary data and evaluation data prior to organizing the course.

Results: Expected Results Achievement: Met

Recommendations: Process has undergone revision - the Course Evaluation was updated Fall 2013 to include standards, faculty were asked to complete all course surveys at the end of each semester starting 2013-14, The course evaluation summary will now be separated by course rather than contained in a single document that includes all courses summarized that month starting late Spring 2014.

Measure: Faculty Survey

Strategy Description: Question 19 - "Practice learning environments support student learning and program outcomes."

Expected Results: 80% of participating faculty will 'agree' or 'strongly agree' that practice learning environments support learning and program outcomes

Frequency: Annually (February)

Key/Responsible Personnel: Curriculum Committee and Academic Resources Committee

Findings for Faculty Survey

Summary of Findings: Summary r/t Faculty Survey Q19: The ARC committee discussed disseminating the faculty survey for 2013-14. The ARC members voted to not do this survey this year. It was determined that the information gathered via this survey regarding adequacy of resources to support student learning would not serve any strategic planning purpose since both NTC and BSU nursing programs are moving to a new location on the BSU campus. Benson Hall is being remodeled to meet the needs of our combined programs.

Recommendations: The ARC committee will distribute and analyze the findings of the faculty survey after completing the 14-15 academic year in our new location.

4.10

Students participate in clinical experiences that are evidence-based and reflect contemporary practice and nationally established patient health and safety goals.

Measure: Patient Care Plan

Strategy Description: AD Mobility - Clinical II course (RNSG 2274) Chronic Disease Comparison Study **Retiring AD Mobility program

AD Generic - Clinical course (ADNG2200) Chronic Disease Comparison Study

PN Retired Curriculum- Cultural Competence Care Online certificate (PNSG 1225 Clinical II) PN Revised Curriculum- Transforming Care at the Bedside (PNSG1125 Clinical I)

Expected Results: 80% of students will pass the assignment. All sites will meet and address national health and safety goals.

Frequency: Annually (October)

Key/Responsible Personnel: Curriculum Committee, course faculty, and Clinical Coordinator

Findings for Patient Care Plan

Summary of Findings: RNSG 2274 Campus Mobility Students 27/27 - 100%
**4.11**

Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

**Measure: Clinical Contracts**

**Strategy Description:** List of contracts is reviewed in Dean’s office to determine needed updates for clinical affiliation agreements.

**Expected Results:** 100% of clinical sites will have a current contract prior to student placement.

**Frequency:** Annually (January)

**Key/Responsible Personnel:** Dean

**Findings for Clinical Contracts**

**Summary of Findings:** Administrative Assistant maintains current copy of all clinical contracts.

**Results:** Expected Results Achievement: Met

**Recommendations:**

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**4.12**

Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.

**Measure: Quality Matters/Course Materials**

**Strategy Description:** Distance and on-campus deliveries have the same learning activities, instructional materials, and evaluation methodologies.

**Expected Results:** 100% online courses will utilize Quality Matters rubric to build courses

**Frequency:** Monthly

**Key/Responsible Personnel:** Curriculum Committee

**Findings for Quality Matters/Course Materials**

**Summary of Findings:** The PN program does not have an online cohort. The following information applies to the AD program only.

All instructional materials, evaluations methods, and delivery formats are consistent with learning outcomes. Quality Matters rubric is used to build online courses. Desire to Learn (D2L) is the learning management system used to implement the course.

Student identity verified through tech ID, username, Password, and Star ID when logging in to D2L. Proctored exams are administered through Software Secure which verifies student ID with photo identification verified through web cam.

Ongoing interaction between faculty and students occurs through email, the official communication modality at NTC, discussion boards, posts to news area, and Webex.

**Results:** Expected Results Achievement: Met

**Recommendations:** Have at least one online course reviewed through Quality Matters
5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

Measure: Academic Resources Committee Meeting Minutes

Strategy Description: All account numbers associated with Bemidji School of Nursing - NTC site operations are presented to the chairs to be reviewed in the Academic Resources Committee Meeting.

Expected Results: Operational budgets are adequate to support the nursing department needs and shall be commensurate with the resources of the governing organization

Frequency: Biannually (October and March)

Key/Responsible Personnel: Academic Resources Committee Chairs, Director and Dean

Assessment Findings

Finding per Measure

USA- NLNAC Standards- Associate (2013) (Copy 2)

STANDARD 5: Resources
Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes of the nursing education unit.

5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

Measure: Academic Resources Committee Meeting Minutes

Strategy Description: All account numbers associated with Bemidji School of Nursing - NTC site operations are presented to the chairs to be reviewed in the Academic Resources Committee Meeting.

Expected Results: Operational budgets are adequate to support the nursing department needs and shall be commensurate with the resources of the governing organization

Frequency: Biannually (October and March)

Key/Responsible Personnel: Academic Resources Committee Chairs, Director and Dean

Findings for Academic Resources Committee Meeting Minutes

Summary of Findings: Resource acquisition process and form updated. Recommend creating wish list for resources from input of faculty related to being prepared for short notice funding opportunities. It will be contacted whenever considering new IT purchases.

BSU/NTC Program evaluation (ARC portion) reviewed, completed and resources are adequate based on feedback.

Results: Expected Results Achievement: Met

Recommendations:

Substantiating Evidence:
- Academic Resource Minutes 2012.03.20 (Microsoft Word) (See appendix)
- Bylaws reviewed and approved. Expenditure request and process approved. Committee specialist roles determined. End of year items for purchased finalized.
- Academic Resource Minutes 2012.11.05 (Microsoft Word) (See appendix)
- Committee workplan approved and submitted to Dean. Nursing Central access addressed for NTC students. Video inventory and streaming. Crib purchase/receipt for both BSU and NTC. Tutors and proctoring at NTC.
- Academic Resource Minutes 2013.02.19 (Microsoft Word) (See appendix)
- Resource acquisition process and form updated. Recommend creating wish list for resources from input of faculty related to being prepared for short notice funding opportunities. Classroom remotes received and distributed. BSU Technology grant for ipad minis submitted for use with clinical faculty and explore use in classroom. Investigating software tools for online proctoring. Technology retreat to be held March 8. Library funds request submitted to librarian books and...
resources in the amount of $3191. IT will be contacted whenever considering new IT purchases. Continued discussion clinical coordinator role. Nursing Central implementation completed and need to formalize plan and send to Dean. Software secure position letter ready for faculty signatures. BSU/NTC Program evaluation (ARC portion) reviewed, completed and resources are adequate based on feedback. Resource request for motivational interviewing videos and lab thermometers approved.

5.2
Physical resources are sufficient to ensure the achievement of the nursing education unit outcomes, and meet the needs of the faculty, staff, and students.

**Measure: Faculty Survey**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Expected Results</th>
<th>Frequency</th>
<th>Key/Responsible Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items #4 'Classrooms are adequate' #5 'Computer lab is adequate' #6 'Nursing skills lab is adequate' #7 'Faculty offices are adequate' #8 'Conference rooms are adequate'</td>
<td>80% of faculty will 'agree' or 'strongly agree' with aforementioned items.</td>
<td>Annually (February)</td>
<td>Academic Resources Committee</td>
</tr>
</tbody>
</table>

**Summary of Findings:** The ARC committee discussed disseminating the faculty survey for 2013-14. The ARC members voted to not do this survey this year. It was determined that the information gathered via this survey regarding adequacy of resources to support student learning would not serve any strategic planning purpose since both NTC and BSU nursing programs are moving to a new location on the BSU campus. Benson Hall is being remodeled to meet the needs of our combined programs.

**Recommendations:** The ARC committee will distribute and analyze the findings of the faculty survey after completing the 14-15 academic year in our new location.

5.3
Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

**Measure: Academic Resources and Curriculum Committee Meeting Minutes**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Expected Results</th>
<th>Frequency</th>
<th>Key/Responsible Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Resources Committee minutes document review and analysis of resources with decision to maintain, revise or develop resources; library hours and utilization, computer commons hours and utilization, simulation/lab hours and utilization, computer replacement schedule, simulation equipment maintenance/replacement schedule, Nursing video list Journal subscription resource list, integration of ATI resources to enhance remediation, tutoring, and testing. Curriculum Committee minutes document Program Survey</td>
<td>Learning resources reflect current technology and are available to faculty and students as evidenced by 80% agreeing or strongly agreeing on items regarding Learning Resources on Program Survey. Library resources reflect current technology and are comprehensive, current and accessible to faculty and students evidenced by 80% agreeing or strongly agreeing on items related to Learning Resources on Program Survey</td>
<td>Annually (May)</td>
<td>Academic Resources Committee and Curriculum Committee</td>
</tr>
</tbody>
</table>

**Summary of Findings:** The ARC committee discussed disseminating the faculty survey for
2013-14. The ARC members voted to not do this survey this year. It was determined that the information gathered via this survey regarding adequacy of resources to support student learning would not serve any strategic planning purpose since both NTC and BSU nursing programs are moving to a new location on the BSU campus. Benson Hall is being remodeled to meet the needs of our combined programs.

**Recommendations:** The ARC committee will distribute and analyze the findings of the faculty survey after completing the 14-15 academic year in our new location.

---

**Measure: Faculty Survey**

**Strategy Description:** Items of interest:
- #9 'Library holdings and access are sufficient'
- #10 'Nursing skills lab resources are sufficient'
- #11 'Audio/Visual and computer equipment is sufficient'
- #12 'Computer software and media is sufficient'
- #13 'Technical support is sufficient'
- #14 'Websites and databases are sufficient'
- #15 'Nursing faculty participate in selection and use of resources'

**Expected Results:** 80% of faculty will 'agree' or 'strongly agree' with aforementioned items.

**Frequency:** Annually (February)

**Key/Responsible Personnel:** Academic Resources Committee

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**Findings for Faculty Survey**

**Summary of Findings:** The ARC committee discussed disseminating the faculty survey for 2013-14. The ARC members voted to not do this survey this year. It was determined that the information gathered via this survey regarding adequacy of resources to support student learning would not serve any strategic planning purpose since both NTC and BSU nursing programs are moving to a new location on the BSU campus. Benson Hall is being remodeled to meet the needs of our combined programs.

**Recommendations:** The ARC committee will distribute and analyze the findings of the faculty survey after completing the 14-15 academic year in our new location.

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5.4

Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

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**Measure: Academic Resources Committee Meeting Minutes**

**Strategy Description:** All account numbers associated with Bemidji School of Nursing - NTC site operations are presented to the chairs to be reviewed in the Academic Resources Committee Meeting.

**Expected Results:** Operational budgets are adequate to support the nursing department needs and shall be commensurate with the resources of the governing organization

**Frequency:** Biannually (October and March)

**Key/Responsible Personnel:** Academic Resources Committee Chairs, Director and Dean

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**Findings for Academic Resources Committee Meeting Minutes**

**Summary of Findings:** Resource acquisition process and form updated. Recommend creating wish list for resources from input of faculty related to being prepared for short notice funding opportunities.

BSU/NTC Program evaluation (ARC portion) reviewed, completed and resources are adequate based on feedback.

**Results:** Expected Results Achievement: Met

**Recommendations:**
Substantiating Evidence:

- Academic Resource Minutes 2012.03.20 (Microsoft Word) (See appendix)
  - Bylaws reviewed and approved. Expenditure request and process approved. Committee specialist roles determined. End of year items for purchased finalized.
- Academic Resource Minutes 2012.11.05 (Microsoft Word) (See appendix)
  - Committee workplan approved and submitted to Dean. Nursing Central access addressed for NTC students. Video inventory and streaming. Crib purchase/receipt for both BSU and NTC. Tutors and proctoring at NTC.
- Academic Resource Minutes 2013.02.19 (Microsoft Word) (See appendix)
  - Resource acquisition process and form updated. Recommend creating wish list for resources from input of faculty related to being prepared for short notice funding opportunities. Classroom remotes received and distributed. BSU Technology grant for ipad minis submitted for use with clinical faculty and explore use in classroom. Investigating software tools for online proctoring. Technology retreat to be held March 8. Library funds request submitted to librarian books and resources in the amount of $3191. IT will be contacted whenever considering new IT purchases.
- Academic Resource Minutes 2013.11.18 (Word Document (Open XML)) (See appendix)
  - Continued discussion clinical coordinator role. Nursing Central implementation completed and need to formalize plan and send to Dean. Software secure position letter ready for faculty signatures. BSU/NTC Program evaluation (ARC portion) reviewed, completed and resources are adequate based on feedback. Resource request for motivational interviewing videos and lab thermometers approved.
6.4.3 Graduate Program Satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.

**Measure:** Outcomes Assessment Survey

**Strategy Description:** A graduate survey is collected at the end of each fiscal year (July-June) which includes all students who graduated in that time. Students may be between 1 month and 12 months post-graduation. 6-month post-graduate survey is collected at the completion of each program. The program utilizes a quantitative scale to measure satisfaction of the overall experience - question 12 - 'How would you rate your NTC education overall?' as well as qualitative response area - question C9 'Please add any comments you might have about the program’s learning outcomes by typing in the box below'.

**Expected Results:** 80% of graduates will respond 'good', 'very good', or 'excellent' to the question C12 'How would you rate your NTC education overall?'

**Frequency:** Annually (June)

**Key/Responsible Personnel:** Director and Curriculum Committee

6.4.4 Employer Program Satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation.

**Measure:** Employer Survey

**Strategy Description:** An employer survey is collected at the completion of each program. The program utilizes a Likert scale /quantitative scale to measure satisfaction and addresses the Student Learning Outcomes.

**Expected Results:** 80% of respondents will identify that they 'agree' or 'strongly agree' with the item 'I was satisfied with the educational preparation of graduates I hired from the program at NTC'

**Frequency:** Annually (6 month post-graduation)

**Key/Responsible Personnel:** Director and Curriculum Committee

6.4.5 Job Placement Rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation.

**Measure:** Institutional Graduate Survey

**Strategy Description:** The college will survey graduates on current job placement 6 months post-graduation.

**Expected Results:** 80% of respondents will have job placement or be enrolled to further their education six months post-graduation.

**Frequency:** Annually

**Key/Responsible Personnel:** Institutional Research and Effectiveness reports to the Dean and Director.

Assessment Findings

**Finding per Measure**

USA- NLNAC Standards- Associate (2013) (Copy 2)

**STANDARD 6: Outcomes**

Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit.

**6.1** The systematic plan for evaluation of the nursing

**Measure:** Systematic Evaluation Plan
The education unit emphasizes the ongoing assessment and evaluation of each of the following:

- Student learning outcomes;
- Program outcomes;
- Role-specific graduate competencies; and
- The NLNAC Standards.

The systematic plan of evaluation contains specific, measurable expected levels of achievement; appropriate assessment methods; and a minimum of three (3) years of data for each component within the plan.**

**Newly-established programs are required to have data from the time of the program’s inception.

### 6.2

**Measure:** Faculty Committee Meeting Minutes

**Strategy Description:** Findings are reviewed in aggregate view and discussed by faculty with the Dean on an annual basis in the Faculty Committee meeting minutes to determine program continuous improvement.

**Expected Results:** The Systematic Evaluation Findings will be reviewed in the Faculty Committee meeting and disseminated in the minutes.

**Frequency:** Annually (November)

**Key/Responsible Personnel:** Dean/Director

**Findings for Faculty Committee Meeting Minutes**

**Summary of Findings:** Faculty Committee Meeting Minutes are posted under Committee Work.

**Results:** Expected Results Achievement: Met

**Recommendations:**

### 6.3

**Measure:** Advisory Board Meeting Minutes/Newsletter/Website

**Strategy Description:** Communities of Interest as both internal and external.

- Our internal community of interest includes the university/college-at-large – students, faculty, administration, and organizational units.
- Our external community of interest includes our alumni, employers of our alumni, healthcare providers, professional groups, consumers of nursing care, and global health partners.

Advisory Board meetings are held twice a year to share findings.

- Meeting Minutes
- Newsletters (School of Nursing)
- Website

**Expected Results:** Evaluation findings are shared with internal and external Communities of Interest at Advisory Board meetings and through website and newsletter communications.
6.4
The program demonstrates evidence of achievement in meeting the program outcomes.

6.4.1
Performance on licensure exam: The program’s 3-year mean for the licensure exam pass rate will be at or above the national mean for the same 3-year period.

Measure: Program Outcomes

Strategy Description: See 6.4.1 - 6.4.5
Expected Results:
Frequency:
Key/Responsible Personnel:

Findings for Program Outcomes

Summary of Findings: See below
Recommendations:

Measure: NCLEX pass rates

Strategy Description: The program reviews quarterly results and cumulative results.
Expected Results: Graduate first time NCLEX pass rates be at or above the national mean (NCBSN)
Frequency: Quarterly and Annually
Key/Responsible Personnel: Director/Dean report to Faculty Committee and Communities of Interest

Findings for NCLEX pass rates

Summary of Findings: On January 21st, 2014 the first time NCLEX Pass Rates were sent from the Minnesota Board of Nursing. Northwest Technical College experienced a sharp drop in first time NCLEX-RN pass-rates between 2012 and 2013. However, the three year average pass rate levels at 82.56%
Results: Expected Results Achievement: Met
Recommendations: Recommended interventions are contained within the attached document as assessed by the Department
Substantiating Evidence:

NTC - NCLEX Pass Rates 2013 (Adobe Acrobat Document) (See appendix)
### 6.4.2 Program completion:
Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and program options.

**Strategy Description:** Student retention rates are tracked through the office of Insitutional Research and Effectiveness.

**Expected Results:** 75% of students will graduate in 150% of time.

**Frequency:** Annually (January)

**Key/Responsible Personnel:** Office of IRE reports to the Director and the Dean the statistical data at the completion of each program class annually.

**Findings for Student Retention Rates**

**Summary of Findings:** Attached is the breakdown of both Practical Nursing and the Mobility track program.

Mobility’s campus component is on the edge of meeting our goal of 75% completion, with 76 and 72% of the most recent groups graduating in 150% time.

Mobility’s distance component did not meet the goal, with the most recent groups graduating 14 and 47% within 150% time.

The PN program only has a campus component, and this program also did not meet goal as the most recent cohort groups were 50 and 57%.

**Results:** Expected Results Achievement: Not Met

**Recommendations:**

**Substantiating Evidence:**

Completion Rates for NTC (Excel Workbook (Open XML)) (See appendix)

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### 6.4.3 Graduate Program Satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.

**Strategy Description:** A graduate survey is collected at the end of each fiscal year (July-June) which includes all students who graduated in that time. Students may be between 1 month and 12 months post-graduation. 6- month post-graduate survey is collected at the completion of each program. The program utilizes a quantitative scale to measure satisfaction of the overall experience - question 12 - 'How would you rate your NTC education overall?' as well as qualitative response area - question C9 ‘Please add any comments you might have about the program’s learning outcomes by typing in the box below’.

**Expected Results:** 80% of graduates will respond 'good', 'very good', or 'excellent' to the question C12 ‘How would you rate your NTC education overall?’

**Frequency:** Annually (June)

**Key/Responsible Personnel:** Director and Curriculum Committee

**Findings for Outcomes Assessment Survey**

**Summary of Findings:** The Outcomes Assessment is conducted every year in the spring. It includes students graduating within the fiscal year (July-June).

For FY14, assessment is still in progress.

FY13 results are positive, though response rates are still low.

In quantitative measures (C12), 91% of students from the 2013 cycle indicated that their overall...
NTC education was good, very good, or excellent. The majority of these respondents were Associate graduates. 14 of the 44 (32%) are online only students, while 6 of the 44 (14%) were blended.

Qualitative comments were mostly positive. See question C9.

**Results:** Expected Results Achievement: Exceeded

**Recommendations:** Improving response rates is a priority, especially among practical nursing graduates.

**Substantiating Evidence:**

- FY13 Graduate Outcomes Assessment (Adobe Acrobat Document) (See appendix)

### 6.4.4

**Measure:** Employer Survey

**Strategy Description:** An employer survey is collected at the completion of each program. The program utilizes a Likert scale/quantitative scale to measure satisfaction and addresses the Student Learning Outcomes.

**Expected Results:** 80% of respondents will identify that they ‘agree’ or ‘strongly agree’ with the item ‘I was satisfied with the educational preparation of graduates I hired from the program at NTC’

**Frequency:** Annually (6 month post-graduation)

**Key/Responsible Personnel:** Director and Curriculum Committee

**Findings for Employer Survey**

**Summary of Findings:** 100% of respondents indicated satisfaction with graduate preparation

**Results:** Expected Results Achievement: Exceeded

**Recommendations:**

**Substantiating Evidence:**

- Employer Survey Results (Adobe Acrobat Document) (See appendix)

Results of Employer Survey - PN program

### 6.4.5

**Measure:** Institutional Graduate Survey

**Strategy Description:** The college will survey graduates on current job placement 6 months post-graduation.

**Expected Results:** 80% of respondents will have job placement or be enrolled to further their education six months post-graduation.

**Frequency:** Annually

**Key/Responsible Personnel:** Institutional Research and Effectiveness reports to the Dean and Director.

**Findings for Institutional Graduate Survey**

**Summary of Findings:** The job placement rates can be found at http://www.ntcmn.edu/about/ and look for “Placement Rates, FY2008-2012”.

FY2012:
Nursing AS - 95.6%
Practical Nursing AAS - 93.1%
Practical Nursing DIP - 97.3%

Results: Expected Results Achievement: Exceeded

Recommendations:

Substantiating Evidence:
FY2008-2012 Job Placement Rates (Adobe Acrobat Document) (See appendix)

Curriculum Map

Active Curriculum Maps

Curriculum Map - Associate Degree (See appendix)
Alignment Set: USA- NLN Competencies for Graduates of Associate Degree and Diploma Programs
Created: 04/07/2014 8:44:32 am CDT
Last Modified: 04/07/2014 9:08:09 am CDT

Curriculum Map - Practical Degree 2014 (See appendix)
Alignment Set: MN- Minnesota Practical Nursing Student Learning Outcomes
Created: 06/11/2014 3:08:07 pm CDT
Last Modified: 06/11/2014 3:30:08 pm CDT