Practical Nursing Diploma 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)
# Table of Contents

<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Board of Nursing Approval Documentation</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Governing Organization Accreditation Proof</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Catalog Information</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Program Overview</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Standard 2 Faculty and Staff</strong></td>
<td>7</td>
</tr>
<tr>
<td>2.1</td>
<td>7</td>
</tr>
<tr>
<td>2.2</td>
<td>9</td>
</tr>
<tr>
<td>2.3</td>
<td>14</td>
</tr>
<tr>
<td>2.5</td>
<td>21</td>
</tr>
<tr>
<td><strong>Standard 4 Curriculum</strong></td>
<td>23</td>
</tr>
<tr>
<td>4.1</td>
<td>23</td>
</tr>
<tr>
<td>4.2</td>
<td>30</td>
</tr>
<tr>
<td>4.3</td>
<td>44</td>
</tr>
<tr>
<td>4.4</td>
<td>45</td>
</tr>
<tr>
<td>4.5</td>
<td>45</td>
</tr>
<tr>
<td>4.6</td>
<td>46</td>
</tr>
<tr>
<td>4.7</td>
<td>47</td>
</tr>
<tr>
<td>4.8</td>
<td>47</td>
</tr>
<tr>
<td>4.9</td>
<td>48</td>
</tr>
<tr>
<td>4.10</td>
<td>48</td>
</tr>
<tr>
<td>4.11</td>
<td>49</td>
</tr>
<tr>
<td><strong>Standard 5 Resources</strong></td>
<td>49</td>
</tr>
<tr>
<td>5.1</td>
<td>49</td>
</tr>
<tr>
<td>5.2</td>
<td>50</td>
</tr>
<tr>
<td>5.3</td>
<td>55</td>
</tr>
<tr>
<td><strong>Standard 6 Outcomes</strong></td>
<td>60</td>
</tr>
<tr>
<td>6.1</td>
<td>60</td>
</tr>
<tr>
<td><strong>Appendix A</strong> Nursing Director and Nursing Dean Job Descriptions</td>
<td>61</td>
</tr>
<tr>
<td><strong>Appendix B</strong> Lab Personnel Job Descriptions</td>
<td>64</td>
</tr>
<tr>
<td><strong>Appendix C</strong> Clinical Performance Evaluation Tool</td>
<td>68</td>
</tr>
<tr>
<td><strong>Appendix D</strong> Student Outcomes and Assessment Throughout the Curriculum</td>
<td>73</td>
</tr>
</tbody>
</table>
Appendix E Mini Syllabi ............................................................................................................. 78
Appendix F Curriculum Assessment Process ....................................................................... 152
Appendix G Student Course Survey ................................................................................... 153
Appendix H Faculty Course Evaluation .............................................................................. 154
Appendix I Faculty Course Evaluation Summary ................................................................. 156
Appendix J Simulation and Lab Equipment and Materials ..................................................... 157
Appendix K Systematic Evaluation Plan ................................................................................ 160

List of Tables and Illustrations

<table>
<thead>
<tr>
<th>Tables</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table 1</strong>: Lab Personnel Profile .................................................................................. 8</td>
<td></td>
</tr>
<tr>
<td><strong>Table 2</strong>: Faculty Profile, Practical Nursing Program ................................................ 10-12</td>
<td></td>
</tr>
<tr>
<td><strong>Table 3</strong>: Staff Profile .................................................................................................. 13</td>
<td></td>
</tr>
<tr>
<td><strong>Table 4</strong>: Faculty Expertise ............................................................................................ 16-20</td>
<td></td>
</tr>
<tr>
<td><strong>Table 5</strong>: Courses/Faculty to Student Ratios/Credits to Hours for PN Diploma Program .......... 21</td>
<td></td>
</tr>
<tr>
<td><strong>Table 6</strong>: PN Student Learning Outcomes Referenced to Professional Standards .............. 25</td>
<td></td>
</tr>
<tr>
<td><strong>Table 7</strong>: Practical Nursing Diploma professional standards, guidelines, and competence; student learning outcomes; and program outcomes and Practical Nursing Curriculum: descriptions, objectives, teaching/learning methods, and evaluation methods/outcome assignments. (SLO Assessment Summary) .................... 26-30</td>
<td></td>
</tr>
<tr>
<td><strong>Table 8</strong>: Overview of Practical Nursing Diploma Curriculum and Transition .................... 33</td>
<td></td>
</tr>
<tr>
<td><strong>Table 9</strong>: Outcomes Summary Table for Past 3 Years – Practical Nursing Diploma .............. 34-35</td>
<td></td>
</tr>
<tr>
<td><strong>Table 10</strong>: Course, Objectives, Outcomes, Methods, Assignments ...................................... 36-43</td>
<td></td>
</tr>
<tr>
<td><strong>Table 11</strong>: Overall Revenue/Expense Program Data ............................................................. 50</td>
<td></td>
</tr>
<tr>
<td><strong>Table 12</strong>: Five Year Summary of Allocation Not Including Equipment and Supplies (funds for equipment and supplies are issued from differential tuition and fee accounts) ........................................................................................................ 50</td>
<td></td>
</tr>
<tr>
<td><strong>Table 13</strong>: Listing of Clinical Agencies ........................................................................... 54</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Illustrations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Illustration 1</strong>: Conceptual Framework ....................................................... 32</td>
</tr>
<tr>
<td><strong>Illustration 2</strong>: Faculty Office Layout ........................................................... 52</td>
</tr>
</tbody>
</table>
Proof of State Board of Nursing Approval

The Northwest Technical College Practical Nursing Program is approved by the Minnesota Board of Nursing. Initial approval was given in 1966. Continued approval has been maintained. Current approval may be verified at: http://mn.gov/health-licensing-boards/nursing/public/nursing-ed/approved-pn-programs.jsp

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
PN Diploma nursing program established: 1966
NTC and BSU nursing programs formally combined under the Bemidji School of Nursing July 2012
Degree conferred: Diploma

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 practical nursing program: 2
Number of faculty teaching part-time in the practical nursing program: 5
For more detailed information see Table 2: Faculty Profile

Students:
Total enrollment: 23
Projected enrollment: up to 30 per year
Practical Nursing (current curriculum completed 8/2014) New program to start in fall 2014.
Full-time (hybrid): 23

<table>
<thead>
<tr>
<th>Starting semester</th>
<th>PN - Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2013</td>
<td>~30</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>~40</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>21</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>19</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>23</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>Practical Nursing Diploma</td>
<td>3</td>
<td>38</td>
</tr>
</tbody>
</table>

Program Summary

Northwest Technical College offers learners a Practical Nursing (PN) program. The PN program prepares learners for the NCLEX-PN exam and learners earn a diploma. The PN program is offered in a campus, hybrid mode of delivery. The hybrid definition implemented for this curriculum is where courses meet at least once a week; then online communication throughout the course. Learners will gain experience in simulated clinical settings as well as in direct care of persons in supervised 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 PN program is transitioning from a 53 credit diploma (last graduates August 2014) to a 38 credit program. Program admission for the practical nursing program is based on the Assessment Technologies Institute (ATI) – TEAS test scores.

The Northwest Technical College nursing programs are three 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 offerings at Northwest Technical College include the Nursing Assistant program, Practical Nursing program, and the Associate Degree Nursing program. Bemidji State University provides 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

Practical Nursing Diploma

A minimum of 50% of the full-time faculty hold a graduate degree with a major in nursing; the remaining full-time faculty hold a minimum of a baccalaureate 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.

Faculty 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 Practical Nursing and Associate Degree 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. Leadership is shared in the Bemidji School of Nursing by the director, chairs, and committee chairs. 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 PN program has two full-time unlimited full time (UFT) faculty members: Teri Finn and Kay Rodgers. Faculty members in the nursing programs are academically prepared: Teri Finn has a bachelor’s degree in nursing and will complete her master’s degree in nursing in December 2014; Kay has a master’s degree 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 1: Lab Personnel Profile

<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</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>
</tbody>
</table>
Key Element 2.2
Practical Nursing Diploma
Part-time faculty hold a minimum of a baccalaureate degree with a major in nursing.

There is one additional faculty member that has a permanent contract to teach part time, Christy Cook. She has earned a master’s degree in nursing education. There are a number of faculty who teach an occasional course in the practical nursing program that are regularly assigned to teach Associate Degree nursing courses: Dr. Julie Caspers, Tami Such, and Debra Thorson. Dr. Tiffany Hommes teaches as a temporary part-time faculty member, she has a master’s degree in nursing and a doctorate in nursing (see faculty profile Table 2 for specific faculty credentials and expertise).
<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 Starting fall 2014 0.75 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>Starting Fall 2014 at Winona State University, DNP program</td>
<td>Med/Surg, OB/GYN, Geriatrics, Pediatrics Simulation</td>
<td>PNSG 1200 Concepts of Nursing PNSG 1204 Nursing I Skills PNSG 1220 Psychosocial Nursing PNSG 1212 Nursing II Skills PNSG 1216 Clinical I PNSG 1226 Clinical II PNSG 1236 Practicum PNSG 1225 Clinical II PNSG 1234 Nursing Roles 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>Teri Finn</td>
<td>FT</td>
<td>1/5/05</td>
<td>UFT</td>
<td>Bemidji State University (BS Biology, Health Education, 1978) Bemidji State University (BS in Nursing, 1990)</td>
<td>(In progress, completion December 2014) Minnesota State University Moorhead (MSN Nurse Educator track)</td>
<td>None</td>
<td>Public Health Chronic Disease Management</td>
<td>PNSG 1200 Concepts of Nursing PNSG1202 Nursing I PNSG 1204 Nursing I Skills PNSG 1210 Nursing II Skills PNSG 1212 Nursing II Skills PNSG1214 Pharmacology PNSG 1220 Psychosocial Nursing PNSG 1216 Clinical I PNSG 1226 Clinical II PNSG 1236 Practicum</td>
</tr>
</tbody>
</table>

_Table 2: Faculty Profile- PN program (pages 10-12)_
<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>Kay Rodgers</td>
<td>FT</td>
<td>1/2011 adjunct 8/2012 full time</td>
<td>UFT</td>
<td>BSN Bemidji State University</td>
<td>Masters of Science in Nursing University of Phoenix</td>
<td>None</td>
<td>Med/Surgical Pediatrics Post-Partum ER (Acute Care) Forensic Nursing Public Health</td>
<td>PNSG 1204 Nursing I Skills PNSG 1212 Nursing II Skills PNSG 1222 Nursing III PNSG 1225 Clinical II PNSG 1236 Practicum PNSG 1214 Pharmacology PNSG 1215 Clinical I Forensic Nursing Certification Student Admissions Progression and Concerns Committee Curriculum Committee</td>
</tr>
<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</td>
<td>PhD, Major Nursing, University of North Dakota</td>
<td>Medical Surgical Nursing</td>
<td>PNSG 1212 Nursing Skills II PNSG 1220 Psychosocial Nursing Course Development Curriculum Committee member</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>PNSG 1208: Maternal Child Health (Campus and Distance) ASN Distance Program Coordinator Nursing Faculty Interview Committee, ASN Pinning Ceremony Coordination, NTC Continuous Improvement Team, NTC Recruitment and Retention Team, NTC Academic Planning Committee Co-Chair SON Academic Resources Committee SON Partnership building Study Abroad in Belize</td>
</tr>
<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>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
<td>-----------------------------</td>
<td>------</td>
<td>------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-----------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Deb Thorson</td>
<td>FT</td>
<td>8/18/04</td>
<td>Adjunct</td>
<td>BSN University of Phoenix</td>
<td>MSN Nurse Educator tract University of North Dakota</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>PNSG 1222 Nursing III PNSG 1225 Clinical II</td>
</tr>
<tr>
<td>Tiffany Hommes</td>
<td>PT</td>
<td>2003 2010</td>
<td>UFT Adjunct</td>
<td>Bachelor of Arts major: Nursing-Gustavus Adolphus College</td>
<td>Masters of Science-University of North Dakota</td>
<td>Doctor of Nursing Practice-University of Minnesota</td>
<td>Public Health, Family/child health, Medical-surgical nursing</td>
<td>PNSG 1225 Clinical II PNSG 1236 Practicum</td>
</tr>
</tbody>
</table>

Faculty that teach predominantly in the BS nursing program at BSU (School of Nursing) and teach 1-2 courses in the Practical Nursing Program

Tiffany Hommes
<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), Intermediate</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 Kuhinke</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>Associate in Applied Science (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 are required to update their CEU’s and expertise applicability in an Excel Document loaded into Taskstream©. The dean reviews the faculty expertise biannually in Taskstream© and discusses with faculty during their IDP review meetings. Faculty members establish a plan for their development in the fall and report their progress in the spring each year. 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</th>
<th>Maintenance of Evidence Based Practice</th>
<th>Experience in Evidence Based Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teri Finn</td>
<td>9</td>
<td>9</td>
<td>Progressively pursuing Masters of Nursing in Education. Attend conferences, share information learned from workshops with other faculty, read scholarly articles, and continue education. Share current practice experience with faculty. Facilitate faculty growth through mentoring, assist with the ACEN Candidacy Presentation for NTC PN Program.</td>
<td>Attend Health Educators Conference. Teach in general theory, skills, and clinical courses throughout the PN curriculum. Involved in School of Nursing ACEN accreditation process. Maintain certification in BLS for health care through AHA. Participate in School of Nursing Academic Resources Committee. Involved in School of Nursing ACEN accreditation process. Area of Expertise is Geriatrics and adult health. Maintain expertise in Geriatrics: Attended both an ACES and QSEN conference. Utilizes the Hartford Institute for Geriatric Nurses website. Does clinicals with students in long term care facilities. Also has 12 years of home care experience with the elderly. Maintain expertise in Adult Health by reading current Information in Nursing Education Journal and American Journal of Nursing.</td>
<td>Reading of scholarly journals, attendance at conferences/workshops, maintains certifications, see evidence in previous column. Course work in Nurse Educator graduate studies to be completed Fall 2014.</td>
<td>Current course work for Master’s in Nursing Education, completing Thesis on student sleep health in comparison to their academic performance. Incorporating EBP into PN curriculum course work, such as the Cultural Presentation assignment in PNSG 1100 Foundations.</td>
</tr>
<tr>
<td>Kay Rodgers</td>
<td>3</td>
<td>3</td>
<td>Recently completed Masters of Nursing in Education. Attend conferences, share information with other faculty, read scholarly articles, books, and continual educational material. Facilitate faculty growth through mentoring, assist with the ACEN Candidacy Presentation for NTC PN Program.</td>
<td>Attend Health Educators Conference, workshops, and conferences to facilitate professional development and growth. Maintain certification in BLS for health care through AHA. Participate in School of Nursing Student Affairs Academic Committee and Curriculum Committee. Involved in School of Nursing ACEN accreditation process. Area of Expertise is Emergency Read Scholarly EBP journals and articles; attend conferences/workshops, maintain certifications, see evidence in previous column.</td>
<td>Incorporate evidence base practices and articles verbally in class lecture, utilize articles as handouts, step-by-step guides for PN skills and clinical, such as utilizing nurse.com in a Document it Right assignment in PNSG 1100 Foundations.</td>
<td></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</td>
<td>Maintenance of Evidence Based Practice</td>
<td>Experience in Evidence Based Practice</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Christy Cook</td>
<td>10</td>
<td>10</td>
<td>Recently completed Masters of Nursing in Education. Attend conferences, share information with other faculty, read scholarly articles, and continue education. 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 PN Program.</td>
<td>Nursing, Ambulatory Care, and Geriatrics. Maintain expertise in Emergency Nursing by reviewing Acute Care journals. Maintain expertise in Ambulatory Care by attending Minnesota Health Educators Conference. Maintain expertise in Geriatric and Ambulatory care nursing by engaging and maintaining collaborative relationships with geriatric and ambulatory care site mentors/leaders.</td>
<td>Read articles on EBP, grade and evaluate students’ papers on EBP. Attend workshops and conferences, maintain certificates, see evidence in previous column. Presented research nursing thesis titled “Rural Northern Minnesota Health Practical Nursing Students’ Health Promotion Practices” at the Minnesota Health Educators Conference. Registered to begin courses for Doctorate of Nursing Practice at Winona State University Fall 2014.</td>
<td>Incorporates evidence base practices and articles verbally in class lecture. Uses recent literature and professional articles to guide curriculum and assignments, such as Transforming Care at the Bedside in PNSG 1125 Clinical I.</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>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Julie Caspers</td>
<td>1</td>
<td>1</td>
<td>Recently completed dissertation research on childhood obesity.</td>
<td>Continues to practice at Sanford Bemidji Hospital as an Acute care staff nurse. Expertise area, Adult Health and Acute Care. Maintain expertise in Adult Health and Adult Health by utilizing NTC library search engines EBSCO Host, ProQuest, and Nursing and Allied Health Collection, searching for articles pertinent to teaching topic and client care.</td>
<td>Read articles on EBP, grade and evaluate students’ papers on EBP. Attend workshops and conferences. Currently completed dissertation research, see evidence in previous column.</td>
<td>Education – PhD, Nurse Researcher</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>
<tr>
<td>Debra Thorson</td>
<td>9</td>
<td>9</td>
<td>Currently taking classes at Walden University for Doctorate. Act as preceptor and mentor for new faculty</td>
<td>Remain in current in BLS, ACLS, PCCN Participate in and teach skills and clinical courses to maintain clinical expertise</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 Share excerpts from EBP articles verbally in class and/or posting articles in course shell in D2L.</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 Evidence Based Practice</td>
<td>Experience in Evidence Based Practice</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Tiffany Hommes</td>
<td>10</td>
<td>10</td>
<td>Completed Doctor of Practice degree in September, 2012, with implementation and dissemination of scholarly project. Published simulation article, conducted multiple oral and poster presentations, currently analyzing and synthesizing two research projects for future dissemination. Studied, renewed (re-tested + CEU’s/CME’s) family nurse practitioner certification valid through 2018.</td>
<td>Assist with ACEN candidacy</td>
<td>Maintenance of currency in practice as a registered nurse in acute care</td>
<td></td>
</tr>
</tbody>
</table>

Areas taught at NTC: Clinical/practicum rotations. Read scholarly nursing journals utilizing NTC library search engines EBSCO Host, ProQuest, and Nursing and Allied Health Collection, searching for articles pertinent to teaching topic and client care. Attend local, regional, national, and international nursing conferences. Co-chair for the Academic Resources Committee for the School of nursing. Conduct evidenced based practice projects, read scholarly journals, and attend conferences. Teach and evaluate student assignments that include EBP. Maintain currency as an Advanced Practice Registered Nurse (APRN-BC). |

Education- DNP- formal education, experience, and expertise in EBP. Certified as a Family Nurse Practitioner. Completion of doctor of nursing scholarly project. Use evidence based practice in classroom and clinical experiences for students with incorporation of theory and assignments.
<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 (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></td>
<td></td>
<td></td>
<td>Renewed Registered Nurse license.</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, part-time, and additional temporary 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 has been done to ensure 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 our use of a 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 PN Diploma 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</th>
<th>Faculty: Student</th>
<th>Total Credits per week</th>
<th>Total Hours per week</th>
<th>Total Hours for semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNSG 1100 Foundations</td>
<td>2</td>
<td>Lab: 2 credit: 4 hours</td>
<td>1:30</td>
<td>1:12 lab/1:8 clinical</td>
<td></td>
<td>4</td>
<td>6</td>
<td>96</td>
</tr>
<tr>
<td>PNSG 1110 Care of the Older Adult</td>
<td>2</td>
<td></td>
<td>1:30</td>
<td>1:12 lab/1:8 clinical</td>
<td></td>
<td>2</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>PNSG 1120 Pharmacology</td>
<td>2</td>
<td></td>
<td>1:30</td>
<td>1:12 lab/1:8 clinical</td>
<td></td>
<td>2</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>PNSG 1125 Clinical I</td>
<td>3</td>
<td>Clinical: 3 credit: 6 hours</td>
<td>1:30</td>
<td>1:12 lab/1:8 clinical</td>
<td></td>
<td>3</td>
<td>6</td>
<td>96</td>
</tr>
<tr>
<td>PNSG 1150 Nursing Care of Adults</td>
<td>3</td>
<td>Lab: 1 credit: 2 hours</td>
<td>1:30</td>
<td>1:12 lab/1:8 clinical</td>
<td></td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>PNSG 1160 Nursing Care of Women/ Newborns/ Children</td>
<td>2</td>
<td></td>
<td>1:30</td>
<td>1:12 lab/1:8 clinical</td>
<td></td>
<td>2</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>PNSG 1170 Transition to Practice</td>
<td>1</td>
<td></td>
<td>1:30</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>PNSG 1180 Psychosocial Nursing Care</td>
<td>2</td>
<td></td>
<td>1:30</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>PNSG 1185 Clinical II</td>
<td>6</td>
<td>Clinical: 6 credit: 12 hours</td>
<td>1:12 lab/1:8 clinical</td>
<td></td>
<td></td>
<td>6</td>
<td>12</td>
<td>192</td>
</tr>
</tbody>
</table>

Note: total clinical hours=288; total lab hours 96
Program Numbers

Ensuring every student receives a quality clinical experience; clinical cohorts have reduced from 10-12 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 30 students are admitted to the program (based on eligible applicants). Program admission occurs once a year and students begin in the summer semester (if they need general education program requirements) and complete the program the following spring. All practical nursing courses are offered in the fall and spring. If general education courses are met, students may start fall semester and complete the program the following spring.
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 offers a Diploma Practical Nursing program that prepares students for NCLEX-PN eligibility (https://www.ntcmm.edu/academics/programs/nursing/practical_nursing/). The program is delivered on-site, in a hybrid delivery format and admits one cohort per year. The Practical Nursing Diploma is transitioning from a two-year process to a one-year process, from 53 to 38 credits, focusing on outcomes and quality. The program seeking accreditation is the new program launching fall, 2014, so the information submitted relates to this curriculum. Substantiating evidence for all standards is located in Taskstream©, 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 healthcare team members who provide compassionate, culturally sensitive, holistic care in a variety of settings. During this process, learners undergo a transformation where a 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 NTC Diploma program adopted the NLN Education Competencies Model in May of 2010 as the program’s conceptual framework. The NTC faculty members in the practical nursing program have adopted the work of the statewide workgroup. The core values and integrating concepts were used to create a new program mission statement and philosophy (values). The student learning outcomes were developed collaboratively, with representation from 23 practical nursing programs in Minnesota under the
direction of HealthForce Minnesota and supported by MnSCU (Table 6). The outcomes referenced the NLN educational competencies model, the revised Minnesota Nurse Practice Act, Scope of Practice, and the National Association of Practical Nursing Education and Service (NAPNES) and are consistent with contemporary practice.

**Table 6: PN Student Learning Outcomes Referenced to Professional Standards**

<table>
<thead>
<tr>
<th>Abbreviations have been inserted in the Student Learning Outcomes (SLO) statements to designate if information for the SLO came from the revised LPN Scope of Practice (SOP), the National Association of Practical Nursing Education and Service (NAPNES) or the National League for Nursing Educational Competencies Model (NLN).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informatics/Technology</strong>- The practical nursing graduate will utilize information technology in the health care setting (NAPNES).</td>
</tr>
<tr>
<td><strong>Managing Care</strong>- The practical nursing graduate will manage care through planning, organizing (NAPNES) or assigning aspects of care to UAP’s and LPN’s under the direction of a RN or other licensed Health Care Provider (HCP) (SOP).</td>
</tr>
<tr>
<td><strong>Nursing Judgment/Evidence Based Care</strong>- The practical nursing graduate will utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, (SOP); and promoting the health (NLN) of individual patients across the lifespan.</td>
</tr>
<tr>
<td><strong>Patient Relationship Centered Care</strong>- The practical nursing graduate will demonstrate effective communication skills (NAPNES) while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs (NAPNES) of individual (SOP) patients across the lifespan.</td>
</tr>
<tr>
<td><strong>Professional Identity And Behavior</strong>- The practical nursing graduate will demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent PN (NAPNES).</td>
</tr>
<tr>
<td><strong>Quality Improvement</strong>- The practical nursing graduate will participate in quality improvement by providing input into the development of policies and procedures (SOP) and effectively using resources to achieve patient outcomes (NAPNES).</td>
</tr>
<tr>
<td><strong>Safety</strong>- The practical nursing graduate will recognize and report changes and responses to interventions to a RN or the appropriate licensed HCP while providing a safe environment for patients, self, and others (SOP).</td>
</tr>
<tr>
<td><strong>Teamwork And Collaboration</strong>- The practical nursing graduate will participate as a member of the interprofessional team collaborating and communicating with other health care providers (SOP) to promote safe, quality, patient-centered care.</td>
</tr>
</tbody>
</table>

HealthForce Minnesota (2013). *Essentials to Implementing the Collaborative PN Curricular Framework*

The Quality and Safety Education for Nurses (QSEN) competencies and NAPNES standards were then linked to the student learning outcomes and referenced for identifying specific knowledge, skills, and attitudes essential in safe PN graduates to guide the development of specific course objectives (Table 7). The QSEN standards have been adjusted to be within the PN scope of practice. Furthermore, during the process of clinical evaluation tool revision, QSEN and NAPNES guided the outcome and leveled behavioral expectations for the beginning and graduating student (See Clinical Evaluation Tools Appendix C). The program also implemented the American Nurses Association (ANA) *Nursing: Scope and Standards of Practice and Guide to the Code of Ethics for Nurses: Interpretation and Applications* (ANA, 2010) to guide the professional and ethical development of the learner. Table 7 displays competencies associated with mastery assignments. All other competencies can be found in the mini syllabi in (Appendix E).
Table 7: Practical Nursing Diploma professional standards, guidelines, and competence; student learning outcomes; and program outcomes and Practical Nursing Curriculum: descriptions, objectives, teaching/learning methods, and evaluation methods/outcome assignments. (SLO Assessment Summary) (pages 26-30)

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Theoretical Framework Program Outcomes</th>
<th>Student Learning Outcomes with Definitions</th>
<th>Professional Standards, Guidelines, Competencies</th>
<th>Assignment/learning activity</th>
<th>Course where assignment is evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td>Human Flourishing</td>
<td>Informatics/Technology</td>
<td>NLN NAPNES</td>
<td>Measure: course grade</td>
<td>PN 1125 Clinical I</td>
</tr>
<tr>
<td>a. 75% of students will complete program in 150% time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Pass Rates
a. Graduate first-time NCLEX rates will be at or above the national mean

3. Satisfactory Educational Experience
a. 80% of students will agree or strongly agree that they were satisfied with the preparation for nursing practice provided by the Nursing Program.

4. Employer Satisfaction
a. 80% of students and employers will identify that they strongly agree or agree (Likert scale) that the students demonstrates proficiency in student learning outcomes

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

Human Flourishing
SLO: The Northwest Technical College (NTC) Practical Nursing graduate will:
- utilize information technology in the healthcare setting.

Informatics is defined as the use of information technology as a communication and information gathering tool that minimizes errors, supports clinical decision making and scientifically based nursing practice (NLN).

 managed care through planning, organizing and assigning aspects of care to UAP’s and LPN’s under the direction of an RN or other licensed Health Care Provider.

Managing care is defined as the effective use of human, physical, financial, NAPNESS NLN ACES Minnesota Nurse Practice Act (MNPA) ANA Standards & Scope of Practice IOM Report- Patient Safety & role of nurse

PN 1185 Clinical II

Measure: (Level 1 Course Assignment) Identifying Delegation/Reassignment of Tasks - rubric to be added to Taskstream©

(PN 1125 Clinical I)

PN 1185 Clinical II

Measures: (Level 2 Course Assignment) Prioritization of Care for Multiple Patients assignment - graded rubric into Taskstream©
### Program Outcomes

Completion, pass rates, satisfactory education experience, employer satisfaction and placement are all possible by achieving student learner outcomes.

### Theoretical Framework Program Outcomes

and technological resources to achieve the patient identified outcomes while supporting organizational outcomes (NAPNES). The LPN manages care through the processes of planning, organizing, and directing (NAPNES).

Competencies: Clin I, Identify and demonstrate safe quality pt care. Clin II, Demonstrate managing care and accepting accountability in assigning nursing tasks to other LPN’s and UAP’s to achieve pt care goals.

### Student Learning Outcomes with Definitions

**Nursing Judgment**

**Nursing Judgment/Evidence Based Care**

SLO: *The Northwest Technical College (NTC) Practical Nursing graduate will:*

- utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, and promoting the health of individual patients across the lifespan.

Nursing judgment encompasses three processes:

- Critical thinking, clinical judgment, and integration of best evidence into practice

Critical thinking is defined as identifying, evaluating, and using evidence to guide decision making.

Clinical judgment refers to the process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse’s knowledge and perspective.

Integration of Best Evidence is defined as

**Professional Standards, Guidelines, Competencies**

**QSEN**

- NLN

**Minnesota Nurse Practice Act: Scope of Practice (SOP)**

**Competencies:**

- Foundation
- Demonstrate basic assessment skills and ensure patient safety. Clin II, Prioritize care and value evidence in determining rational of care across the lifespan. Demonstrate Nursing judgment with prioritizing intervention and monitoring

**Measure:** (Level 1 Course Assignment) *Focused Assessment – to be loaded in Taskstream*

(Leve; 2 Course Assignment) *Data Mining in the EHR – rubric loaded into Taskstream©*

<table>
<thead>
<tr>
<th>Nursing Judgment</th>
<th>Nursing Judgment/Evidence Based Care</th>
<th>QSEN NLN Minnesota Nurse Practice Act: Scope of Practice (SOP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO: <em>The Northwest Technical College (NTC) Practical Nursing graduate will:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, and promoting the health of individual patients across the lifespan.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing judgment encompasses three processes: Critical thinking, clinical judgment, and integration of best evidence into practice Critical thinking is defined as identifying, evaluating, and using evidence to guide decision making. Clinical judgment refers to the process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse’s knowledge and perspective. Integration of Best Evidence is defined as</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competencies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate basic assessment skills and ensure patient safety. Clin II, Prioritize care and value evidence in determining rational of care across the lifespan. Demonstrate Nursing judgment with prioritizing intervention and monitoring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment/learning activity</th>
<th>Course where assignment is evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> (Level 1 Course Assignment) <em>Focused Assessment – to be loaded in Taskstream</em></td>
<td>PN 1100 Foundations</td>
</tr>
<tr>
<td>(Level 2 Course Assignment) <em>Data Mining in the EHR – rubric loaded into Taskstream©</em></td>
<td>PN 1185 Clinical II</td>
</tr>
<tr>
<td>Program Outcomes</td>
<td>Theoretical Framework Program Outcomes</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Completion, pass rates, satisfactory education experience, employer satisfaction and placement are all possible by achieving student learner outcomes.</td>
<td>using current information from research and other credible sources, upon which clinical judgment and patient care are based (NLN).</td>
</tr>
<tr>
<td></td>
<td>Professional Integrity and Behaviors</td>
</tr>
<tr>
<td></td>
<td>Quality Improvement</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Outcomes</td>
<td>Theoretical Framework Program Outcomes</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Completion, pass rates, satisfactory education experience, employer satisfaction and placement are all possible by achieving student learner outcomes.</td>
<td>seek creative approaches to problems by using data to improve the quality and safety of healthcare systems and needs of patients (NLN).</td>
</tr>
<tr>
<td><strong>Professional Identity</strong></td>
<td>Safety</td>
</tr>
<tr>
<td></td>
<td>Safety</td>
</tr>
<tr>
<td></td>
<td>Teamwork and Collaboration</td>
</tr>
<tr>
<td>Program Outcomes</td>
<td>Theoretical Framework Program Outcomes</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Completion, pass rates, satisfactory education experience, employer satisfaction and placement are all possible by achieving student learner outcomes.</td>
<td>interacting with the interprofessional team.</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 Practical Nursing Program**

**Former Outcomes (ending August 2014) - Learners graduating from NTC’s PN nursing program will:**

1. Adapt nursing care to diverse patient populations to provide individualized quality patient care.
2. Apply safety and infection control measures to patient care.
3. Perform medication administration safely and accurately.
4. Demonstrate critical thinking/problem solving skills through prioritized patient care.
5. Demonstrate effective communication skills in the healthcare setting.
6. Demonstrate accountability for legal and ethical codes of conduct for Practical Nursing.
7. Demonstrate competence consistent with the entry-level practical nurse.

8. Integrate an expanded liberal education knowledge base into nursing care delivery Associate in Applied Science (AAS only).

New Outcomes (beginning fall 2014) - The Northwest Technical College (NTC)’s Practical Nursing graduate will:

1. **Informatics/Technology**: Utilize information technology in the healthcare setting.

2. **Managing Care**: Manage care through planning, organizing or assigning aspects of care to UAP’s and LPN’s under the direction of an RN or other licensed health care provider.

3. **Nursing Judgment/Evidence Based Care**: Utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, and promoting the health of individual patients across the lifespan.

4. **Patient/Relationship Centered Care**: Demonstrate effective communication skills while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of individual patients across the lifespan.

5. **Professional Identity and Behavior**: Demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent PN.

6. **Quality Improvement**: Participate in quality improvement by providing input into the development of policies and procedures and effectively using resources to achieve patient outcomes.

7. **Safety**: Recognize and report changes and responses to interventions to an RN or the appropriate licensed health care provider while providing a safe environment for patients, self, and others.

8. **Teamwork and Collaboration**: The practical nursing graduate will participate as a member of the inter-professional team collaborating and communicating with other health care providers to promote safe, quality, patient-centered care.

*References: Massachusetts (2010); Meeting Minnesota’s Workforce Needs (2012); QSEN (2007); NLN (2010); NAPNES (2007); & NFLPN (2003).*
Illustration 1: Conceptual Framework
Table 8: Overview of Practical Nursing Diploma Curriculum and Transition Prequisites

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>OLD (completing last cycle summer 2014)</th>
<th>NEW (began summer 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH1110 Nursing Assistant</td>
<td>3</td>
<td>0-3</td>
</tr>
<tr>
<td>Admissions packet, ACCU Placer tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPER2200 CPR for the Health Care Provider (prior to clinical courses)</td>
<td>1</td>
<td>0-1</td>
</tr>
</tbody>
</table>

Curriculum (usually Summer) General Education

<table>
<thead>
<tr>
<th>Old (Completing Last Cycle Summer 2014)</th>
<th>New Equivalent (Began Summer 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2221 Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2252 Anatomy &amp; Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 2254 Anatomy &amp; Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1111 College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2201 Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Curriculum Fall

<table>
<thead>
<tr>
<th>Old (Completing Last Cycle Summer 2014)</th>
<th>New Equivalent (Begin Fall 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNSG 1200 Concepts</td>
<td>2</td>
</tr>
<tr>
<td>PNSG 1204 Skills I</td>
<td>4</td>
</tr>
<tr>
<td>PNSG 1202 Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>PNSG 1204 Nursing Skills I</td>
<td>3</td>
</tr>
<tr>
<td>PNSG 1214 Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>PNSG 1215 (1216) Clinical I</td>
<td>4</td>
</tr>
</tbody>
</table>

Curriculum Spring

<table>
<thead>
<tr>
<th>Old (Completing Last Cycle Summer 2014)</th>
<th>New Equivalent (Begin Spring 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNSG 1207 Nursing II</td>
<td>4</td>
</tr>
<tr>
<td>PNSG 1212 Nursing Skills II</td>
<td>1</td>
</tr>
<tr>
<td>PNSG1222 Nursing III</td>
<td>4</td>
</tr>
<tr>
<td>PNSG 1208 Maternal Child Health</td>
<td>2</td>
</tr>
<tr>
<td>PNSG 1234 Nursing Roles</td>
<td>1</td>
</tr>
<tr>
<td>PNSG 1220 Psychosocial Nursing</td>
<td>3</td>
</tr>
<tr>
<td>PNSG 1125 Clinical II</td>
<td>3</td>
</tr>
<tr>
<td>PNSG 1236 Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

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 PN

Program success is determined by evaluating program completion rates, first-time NCLEX pass rates, end-of-program student survey data, graduate survey data, employer satisfaction survey data, and placement rates (Table 9). 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 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 9: Outcomes Summary Table for Past 3 Years – Practical Nursing Diploma (pages 34-35)

<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</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance on NCLEX</strong></td>
<td>At or above national mean for all PN nursing programs</td>
<td>2011 85% Nat’l. 84.83% N=66</td>
<td>Continue to focus on quality outcomes with the adoption of a more concise curriculum based on NLN competencies. Adopt ATI instructional and assessment package. 38 credit curriculum to be adopted for fall 2014 start</td>
</tr>
<tr>
<td></td>
<td>2012 87.88% Nat’l. 84.23% N=62</td>
<td></td>
<td>38 credit curriculum to be adopted for fall 2014 start</td>
</tr>
<tr>
<td></td>
<td>2013 88.06% Nat’l. 84.63% N=66</td>
<td></td>
<td>38 credit curriculum to be adopted for fall 2014 start</td>
</tr>
<tr>
<td><strong>Program Completion</strong></td>
<td>75% complete in 150% time</td>
<td>2011 (N=9 for Summer and Fall completion) 33%</td>
<td>Adopting a competitive admission process with a Fall semester start. Add admission criteria to the program. Curriculum to be adopted for fall 2014 start</td>
</tr>
<tr>
<td></td>
<td>2012 (N=50 for Spring/Summer/Fall) 40%</td>
<td></td>
<td>38 credit curriculum to be adopted for fall 2014 start</td>
</tr>
<tr>
<td></td>
<td>2013 data not available for review</td>
<td></td>
<td>38 credit curriculum to be adopted for fall 2014 start</td>
</tr>
<tr>
<td><strong>Program Satisfaction</strong></td>
<td>80% agree or strongly agree that they were satisfied with the preparation for nursing practice provided by the Nursing Program.</td>
<td>2011 100%</td>
<td>Begin program evaluations on an annual basis Annually in May</td>
</tr>
<tr>
<td></td>
<td>2012 100% (N=10)</td>
<td></td>
<td>38 credit curriculum to be adopted for fall 2014 start</td>
</tr>
<tr>
<td></td>
<td>2013 88.9% (N=18)</td>
<td></td>
<td>38 credit curriculum to be adopted for fall 2014 start</td>
</tr>
<tr>
<td><strong>Graduate • 6 month alumni survey</strong></td>
<td>80% students agree or strongly agree that they are proficient in student learning outcomes</td>
<td>Data managed at the system level and still identifying ways to collect for reporting purposes.</td>
<td>Contact system office for past information. Develop institutional 6 month survey. Completed 2013-14 Ongoing to be completed by mid-September 2014</td>
</tr>
<tr>
<td><strong>Graduate • Exit Survey</strong></td>
<td>80% students agree or strongly agree that they are proficient in student learning outcomes</td>
<td>Fall 2013: I can adapt nursing care to diverse patient populations to provide individualized quality patient care. 94.4% I can apply safety and infection control measures to patient care. 88.9% I can perform medication administration safely and accurately. 94.5% I can demonstrate critical thinking/problem solving skills through prioritized patient care. 88.9% I can demonstrate effective communication skills in the health care setting. 94.5% I can demonstrate accountability for legal and ethical codes of conduct for Practical Nursing. 94.4%</td>
<td>New survey implemented summer 2012, revised with PN outcomes 2013 Annually in May and December/January</td>
</tr>
</tbody>
</table>
### Required Program Outcomes

<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>I can demonstrate competence consistent with the entry-level Practical Nurse. 94.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can integrate an expanded liberal education knowledge base into nursing care delivery Associate in Applied Science (AAS only). 77.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can adapt nursing care to diverse patient populations to provide individualized quality patient care.</td>
<td></td>
<td></td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>I can apply safety and infection control measures to patient care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can perform medication administration safely and accurately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can demonstrate critical thinking/problem solving skills through prioritized patient care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can demonstrate effective communication skills in the health care setting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can demonstrate accountability for legal and ethical codes of conduct for Practical Nursing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can demonstrate competence consistent with the entry-level Practical Nurse.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can integrate an expanded liberal education knowledge base into nursing care delivery (AAS only).</td>
<td></td>
<td></td>
<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

#### Job Placement

- **80% of graduates will have job placement or be enrolled to further their education six months post-graduation**
  - 2012 94.1% AAS, 97.3% Diploma
  - 2011 80.0% AAS, 71.4% Diploma
  - 2010 97.0% AAS, 88% Diploma

Good placement rates, 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 Student Outcomes and Assessment Throughout the Curriculum). The student learning outcomes and NLN practical nursing competencies were used to develop the course objectives. The course objectives determine the instructional-learning methods employed (Table 10). Successful achievement of student learning outcomes occurs when course objectives are met which ultimately leads to successfully achieving the program outcomes. Methods used
to teach the content 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 mini syllabi for new Appendix E and old nursing program syllabi http://www.ntcmn.edu/academics/programs/nursing/Retiring%20PN%20Syllabi.pdf). Instructional methods are varied and appropriate for the course objectives. Learning activities for each course support achievement of the course objectives. Specific student outcomes, learning activities, and evaluation methods were overviewed in the tables earlier (Table 7).

Table 10: Course, Objectives, Outcomes, Methods, Assignments (pages 36-43)

<table>
<thead>
<tr>
<th>PNSG 1100: Foundations - 4 credits (2 credit Theory, 2 credit Lab)</th>
<th>Course Objectives and Student Learning Outcomes</th>
<th>Teaching/Learning Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Practical Nursing provides an introduction to the theoretical foundation for basic assessment and nursing skills. The student is given an opportunity to demonstrate these skills in the laboratory setting. An introduction to the nursing process provides the student with a beginning framework for decision making. The key concepts of safety, professional identity/behavior, patient/relationship centered care, nursing judgment/evidence based practice, managing care, and informatics/technology are introduced. Infection control, elimination skills, comfort skills for pain, oral, ophthalmic, otic, nasal, rectal, topical, inhaled and vaginal</td>
<td>Upon conclusion of this course the student will: 1. <strong>PATIENT/RELATIONSHIP-CENTERED CARE:</strong> Discuss caring communication skills when using the nursing process in the provision of culturally sensitive patient care across the lifespan in various health care settings. 2. <strong>PROFESSIONAL INTEGRITY AND BEHAVIORS:</strong> Discuss personal integrity, professional -boundaries and behaviors related to established codes of ethics, nurse practice acts, and legal/ethical frameworks. 3. <strong>SAFETY:</strong> Identify and demonstrate basic nursing skills using proper techniques and measures that ensure patient safety (i.e. national patient safety campaigns). 4. <strong>MANAGING CARE:</strong> Identify ways to plan and organize care in cooperation with team members, utilizing plans of established care in the provision of quality nursing care. 5. <strong>NURSING JUDGMENT/EVIDENCE BASED CARE:</strong> Demonstrate basic assessment skills using proper techniques and measures that ensure patient safety.</td>
<td>1. Demonstration &amp; return demonstration 2. Lecture 3. Discussion 4. Printed resources 5. Online resources 6. Group activities 7. Lab activities 8. Videos 9. Critical thinking exercises 10. ATI learning modules 11. PowerPoints</td>
<td>1. *Focused Assessment 2. *Document it Right Quiz 3. *QSEN Infection Control Activity 4. Exams, quizzes, and ATI assessments to evaluate concepts and content under study 5. *Cultural presentation 6. Lab performance evaluation &amp; feedback 7. Physical exam on lab partners and mannequins 8. Video Validation/evaluation &amp; feedback 9. Therapeutic communication techniques monitored during skills test outs. 10. Vital signs review 11. Prioritize care during skills test outs. 12. Demonstrate proper basic nursing skill techniques to ensure safety during skill test outs</td>
</tr>
</tbody>
</table>
medication administration, drug calculations, documentation including computerized charting, body mechanics, nursing process, and assessment of body systems.

| Course Objective and Student Learning Outcomes | Teaching/Learning Methods | Evaluation Methods and Outcome Assignments*
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon conclusion of this course, the student will:</td>
<td>Lecture</td>
<td>1. Unit specific exams, quizzes, and ATI assessments to evaluate concepts and content under study</td>
</tr>
<tr>
<td>1. NURSING JUDGMENT??</td>
<td>2. Printed resources</td>
<td>2. Classroom participation</td>
</tr>
<tr>
<td>2. EVIDENCE BASED CARE: Identify potential/actual patient complications and choose interventions within an established plan of care to implement for the older adult patient and report changes to appropriate health care provider.</td>
<td>3. Online resources</td>
<td>3. Unit assignments specific to concepts and content under study</td>
</tr>
<tr>
<td>3. PATIENT/RELATIONSHIP-CENTERED CARE: Identify learning needs and strategies to provide health care information to older adult patients regarding health care and safety issues.</td>
<td>4. Group activities</td>
<td>4. Case studies relevant to concept and content under study</td>
</tr>
<tr>
<td>4. MANAGING CARE/QUALITY IMPROVEMENT: Identify how to manage and organize care in the provision of emergency response plans under the direction of a RN or other licensed Health Care Provider.</td>
<td>5. ATI learning modules</td>
<td>5. Critical thinking activities relevant to concept and content understudy</td>
</tr>
</tbody>
</table>

| Course Objective and Student Learning Outcomes | Teaching/Learning Methods | Evaluation Methods and Outcome Assignments*
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon conclusion of this course, the student will:</td>
<td>1. Lecture</td>
<td>1. Unit specific exams, quizzes, and ATI assessments to evaluate concepts and content under study</td>
</tr>
<tr>
<td>2. Printed resources</td>
<td>2. Printed resources</td>
<td>2. Classroom participation</td>
</tr>
<tr>
<td>3. Online resources</td>
<td>4. Group activities</td>
<td>3. Unit assignments specific to concepts and content under study</td>
</tr>
<tr>
<td>5. ATI learning modules</td>
<td>6. Videos</td>
<td>4. Case studies relevant to concept and content under study</td>
</tr>
<tr>
<td>7. Critical thinking activities</td>
<td>8. Case studies</td>
<td>5. Critical thinking activities relevant to concept and content understudy</td>
</tr>
<tr>
<td>9. PowerPoints</td>
<td>10. ACES online resources</td>
<td></td>
</tr>
</tbody>
</table>

| Course Objective and Student Learning Outcomes | Teaching/Learning Methods | Evaluation Methods and Outcome Assignments*
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon conclusion of this course, the student will:</td>
<td>1. Lecture</td>
<td>1. Unit specific exams, quizzes, and ATI assessments to evaluate concepts and content under study</td>
</tr>
<tr>
<td>2. Printed resources</td>
<td>2. Printed resources</td>
<td>2. Classroom participation</td>
</tr>
<tr>
<td>3. Online resources</td>
<td>4. Group activities</td>
<td>3. Unit assignments specific to concepts and content under study</td>
</tr>
<tr>
<td>5. ATI learning modules</td>
<td>6. Videos</td>
<td>4. Case studies relevant to concept and content under study</td>
</tr>
<tr>
<td>7. Critical thinking activities</td>
<td>8. Case studies</td>
<td>5. Critical thinking activities relevant to concept and content understudy</td>
</tr>
<tr>
<td>9. PowerPoints</td>
<td>10. ACES online resources</td>
<td></td>
</tr>
</tbody>
</table>
This course presents the basic principles of pharmaceuticals. Included in this course is information on pharmacokinetics, pharmacodynamics, common adverse/side effects, and contraindications to drug use. Emphasis is placed on drug classifications and nursing care related to the safe administration of medications to patients across the life span.

Upon conclusion of this course, the student will:
1. **PROFESSIONAL INTEGRITY AND BEHAVIORS**: Describe the legal and ethical implications/aspects of medication administration.
2. **NURSING JUDGEMENT/EVIDENCE BASED CARE**: List the major classifications of medications, common medications with each classification, potential/actual complications (side effects), contraindications and rationales for medication.
3. **SAFETY**: Describe principles of safe medication administration in relation to pharmacology, pharmacokinetics, and pharmacodynamics and the nurse’s role in preventing medication errors.
4. **PROFESSIONAL INTEGRITY AND BEHAVIORS**: Discuss legal/ethical issues related to medication administration.
5. **INFORMATICS/TECHNOLOGY**: Recognize reliable information related to pharmacology that supports patient care, reduces reliance on memory, and enhances competency within the practice setting.

<table>
<thead>
<tr>
<th>PNSG 1125, Clinical I (3 credits Lab)</th>
<th>Course Objectives and Student Learning Outcomes</th>
<th>Teaching/Learning Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical I provides the student an opportunity to apply nursing judgment using the nursing process to implement safe, patient/relationship centered care in selected settings. The clinical student focuses on assessing and collecting data, implementing skills learned in the lab setting, documenting findings and reinforcing teaching plans for patients with common problems. The student develops communication and</td>
<td>Upon conclusion of this course, the student will:</td>
<td>1. Demonstration 2. Discussion 3. Printed resources 4. Online resources 5. Group activities 6. Active learning at an approved clinical site 7. Simulation 8. Role model 9. Mentoring 10. Feedback on evaluations 11. Facilitate self-evaluation and reflection 12. Concept maps</td>
<td>1. Unit exams, quizzes, and ATI assessments to evaluate safe principals of medication administration, understanding of pharmacokinetics, medication actions, side effects, and nursing implications of medications by classifications. 2. Classroom participation 3. Course assignments 4. Perform math calculations on medication calculations</td>
</tr>
</tbody>
</table>

1. **PATIENT/RELATIONSHIP-CENTERED CARE**: Demonstrate caring communication skills and cultural sensitivity when using the nursing process to contribute to the plan of care for the older adult patient.
2. **INFORMATICS/TECHNOLOGY**: Maintain confidentiality when using information technology to accurately document the provision and outcomes of patient care.
3. **INFORMATICS/TECHNOLOGY**: Use technology to access reliable information and resources that support patient care, reduce reliance on memory, and enhance competency within the practice setting.
customer service skills working with individual patients, families, and team members.

4. **NURSING JUDGMENT/EVIDENCE BASED CARE**: Provide rationales for prioritization of care and nursing judgments.

5. **NURSING JUDGMENT/EVIDENCE BASED CARE**: Demonstrate nursing judgment when assessing, choosing nursing interventions, monitoring, and reporting changes in the patient's condition.

6. **PROFESSIONAL INTEGRITY AND BEHAVIORS**: Demonstrate personal integrity, professional behaviors and maintain professional boundaries within the scope of nursing practice.

7. **QUALITY IMPROVEMENT**: Demonstrate quality care through customer service while identifying methods to improve patient satisfaction, and enhance cost efficient health care services.

8. **SAFETY**: Implement the national patient safety goals and safe nursing practice in the clinical setting.

9. **TEAMWORK AND COLLABORATION**: Collaborate and communicate with other health care providers to promote safe, quality, patient centered care.

10. **PATIENT/RELATIONSHIP-CENTERED CARE**: Reinforce a teaching plan for patients using strategies to empower patients/families.

11. **MANAGING CARE**: Identify and demonstrate ways to organize and plan work in the provision of safe, quality patient-centered care.

---

### Second Semester - Spring

<table>
<thead>
<tr>
<th>PNSG 1150: Nursing Care of Adults (3 credits Theory, 1 lab credit)</th>
<th>Course Objectives and Student Learning Outcomes</th>
<th>Teaching/Learning Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
</table>
| Nursing Care of Adults focuses on the care of adults and older adult patients with common medical/surgical health problems. Emphasis is placed on physiological | 1. **PATIENT/RELATIONSHIP CENTERED CARE**: Use the nursing process to collect data and contribute to the plan of care for the adult patient with common medical/surgical health problems.  
2. **NURSING JUDGMENT/EVIDENCE** | 1. Lecture  
2. Demonstration  
3. Videos  
4. Critical thinking activity  
5. Group work  
6. Printed resources  
7. Online resources  
8. Case studies | 1. Unit specific exams, quizzes, and ATI assessments to evaluate concepts and content under study  
2. Classroom participation  
3. Unit assignments specific to concepts and content under study  
4. Case studies relevant to |
disorders that require management in an acute care facility. Application of pathophysiology, nutrition and pharmacology are applied to co-morbid diseases within each topic area.

**SUGGESTED LAB TOPICS INCLUDE:**
- Advanced oxygenation systems
- Advanced wound care
- IV maintenance
- Advanced drug calculations
- Complications of immobility
- Advanced elimination procedures
- EKG
- Joint replacement care and pre/postoperative care.

---

### PNSG 1160: Nursing Care of Women/Newborns/Children (2 credits Theory)

**Course Objectives and Student Learning Outcomes:**

<table>
<thead>
<tr>
<th>Course Objectives and Student Learning Outcomes</th>
<th>Teaching/Learning Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
</table>
| Upon conclusion of this course, the student will: **PATIENT/RELATIONSHIP-CENTERED CARE:**
  1. Distinguish data needed for a holistic assessment that contributes to the individualized plans of care for women, newborns, and children.
  2. Recognize health education and safety needs for women and families.
  3. Techniques when working with children.
| **NURSING JUDGMENT/EVIDENCE BASED CARE and SAFETY:**
  4. Analyze (potential/actual) patient complications and interventions from an established plan of care to implement for the pregnant woman, newborn, and child and report changes to the appropriate health care provider.
  5. Apply knowledge of pharmacology, pathophysiology, and nutrition to the care of women, newborns and children with common health problems.
| **PROFESSIONAL IDENTITY AND BEHAVIORS:**
  6. Proctored exams and quizzes
  7. Open book/note exams & quizzes
  8. Group presentation
  9. Journal article critique
  10. Childbirth preparation assignment
  11. Post-partum case study
  12. Pediatric wellness presentation
  13. Pediatric respiratory case study | 1. Lecture
  2. Voice-over recordings
  3. Case studies
  4. Discussion
  5. Group work
  6. Online resources
  7. Current journal articles

---

**Based Care:** Prioritize care and provide rationales for nursing judgments for the adult patient with common medical/surgical health problems.

3. **SAFETY:** Perform advanced nursing skills safely in the lab setting.
### PNSG 1170: Transition to Practice (1 credit Theory)

<table>
<thead>
<tr>
<th>Course Objectives and Student Learning Outcomes</th>
<th>Teaching/Learning Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
</table>
| This course facilitates the transition of the student to the role of an LPN. Concepts related to leadership and management, career development, and the importance of practicing according to state regulations and statutes for the scope of practice for the LPN. | 4. Lecture  
5. Demonstratio  
6. Group work  
7. Printed resources  
8. Online resources | 1. *Code of Ethics Assessment  
2. Document it Right  
3. *Strengths Finder assignment  
4. Reflective journaling  
5. Professional identity assignment |

### PNSG 1180: Psychosocial Nursing (2 credits Theory)

<table>
<thead>
<tr>
<th>Course Objectives and Student Learning Outcomes</th>
<th>Teaching Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
</table>
| Psychosocial nursing care focuses on the care of patients with psychiatric and behavioral disorders. Emphasis is placed on common psychiatric and behavioral disorders as well as promoting and maintaining the mental health of individuals. | 1. PowerPoint  
2. Printed resources  
3. Lecture  
4. Online resources  
5. Group activities  
6. Case studies  
7. Discussion board  
8. Written assignments  
9. ATI learning modules | Unit specific exams, quizzes, and ATI assessments to evaluate concepts and content under study  
Classroom participation  
Unit assignments specific to concepts and content under study  
Case studies relevant to concept and content under study  
Critical thinking activities relevant to concept and content understudy  
Discussion Question |

### PNSG 1185: Clinical II (6 credits Lab)

<table>
<thead>
<tr>
<th>Course Objectives and Student Learning Outcomes</th>
<th>Teaching Methods</th>
<th>Evaluation Methods and Outcome Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical II provides</td>
<td>1. Demonstration</td>
<td>1. *Quality Improvement</td>
</tr>
</tbody>
</table>
the student an opportunity to apply nursing judgment using evidence based care, critical thinking and clinical judgment to implement safe, patient/relationship centered care to patients across the lifespan. The clinical student reflects on the value of patient centered care, teamwork and collaboration, informatics, quality improvement, safety, managing care, and nursing judgment/evidence based care in his/her career as a LPN.

**student will:**

**INFORMATICS/TECHNOLOGY:**
1. Consistently maintain confidentiality and value the ramifications associated with accurate documentation of patient care.
2. Examine and value reliable resources that support evidence based patient care, decrease reliance on memory and enhance competency within the practice setting.

**MANAGING CARE:**
3. Demonstrate managing care and accept accountability in assigning nursing tasks/activities to other LPN’s and assigning and monitoring of nursing tasks/activities assigned to UAP’s to achieve patient care goals.

**NURSING JUDGMENT/EVIDENCE BASED CARE:**
4. Prioritize care and value evidence in determining rationale for one’s prioritization of nursing judgments across the lifespan.
5. Demonstrate nursing judgment when selecting appropriate and prioritized interventions, monitoring the patients’ response to nursing interventions and evaluating one’s responsibility to report change across the lifespan.

**PATIENT/RELATIONSHIP-CENTERED CARE:**
6. Compare, contrast, and value individualized holistic plans of care for patients across the lifespan.
7. Integrate the patient's experience, culture, and knowledge of his/her own health into established teaching plans.
8. Evaluate one's communication skills and cultural sensitivity when working with diverse patients across the lifespan.

**PROFESSIONAL IDENTITY AND BEHAVIORS:**
9. Demonstrate and value personal integrity,
10. *Diversity assignment*
11. *Data mining in the EHR*
12. *Prioritization of care for multiple patients*
13. *Teamwork Journal*
14. Evaluation and feedback on clinical performance via Clinical II evaluation tool, evaluates all SLO’s
Student Learning Outcomes Evaluate Student Progress

During the education process employed at Northwest Technical College a variety of evaluative methods are utilized in the Practical Nursing Program. Didactic courses are primarily evaluated through NCLEX style multiple choice exams and quizzes; assignments and classroom participation are included for a comprehensive evaluative process. Students are also encouraged to critically examine their own performance with the use of a self-evaluation of content knowledge. Case studies are included in the learning activities which facilitates application of theory content. Turning Point™ is a tool incorporated into the lecture content where students can anonymously submit a response to a multiple choice question and the instructor can provide 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. Lab performance is evaluated with a tool to provide consistent evaluation and feedback to students in the areas of Informatics/Technology, Managing Care, Nursing Judgment/Evidence Based Care, Patient Relationship Centered Care, Professional Identity and Behavior, Quality Improvement, Safety, and Teamwork and Collaboration. Behavioral components are leveled for the first and second semester students (Appendix C). Clinical performance is evaluated
utilizing a standardized tool to evaluate behaviors and performance and provide timely feedback. Each student is given a daily clinical grade. During the formative evaluation period if the student has performed a behavior that is unsafe or leads to an anecdotal note, the grading for that criterion would be scored below a 2.0 on the grading scale. During the Summative Evaluation at the end of the course, if a student has been unable to demonstrate a satisfactory score on a criterion, the student receives an average score below a 2.0 on the grading scale. There is no longer time to improve performance for this course and the student fails the course. All criteria must have an average of 2.0 to attain a passing grade.

Key Element 4.3
The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

The curriculum was developed through the PN Curriculum Collaboration Project whose purpose was to develop, in collaboration with the PN faculty in Minnesota, a PN Curricular Framework that demonstrated excellence, met state and national standards required by the Minnesota Board of Nursing and the National League for Nursing Accrediting Commission (NLNAC), and provided an educational foundation for Minnesota’s future practical nurses. The work of the PN Curricular Framework was completed by two committees: 1) the Curriculum Committee (CC), and 2) The Regional Steering Committee (RSC). The RSC consisted of eight members including the project manager. The CC consisted of approximately 50 faculty and industry partners who gave recommendations to the RSC. Two NTC faculty experienced in PN education served on the RSC. The PN Curriculum Collaboration Project began with a two day workshop in August 2012. The presenter, Linda Caputi, PhD, RN, addressed curriculum development. Concurrent sessions were provided to work on curriculum development. The PN curricular framework is organized with core “concepts.” The “concept based” framework was developed to facilitate a decrease in content load in PN programs. The concept based framework utilized 22 concepts: Eight professional concepts (Student Learning Outcomes) - developed from national standards and the Minnesota Scope of Practice for PNs and 14 Health and Illness Concepts (HealthForce Minnesota, 2013). The curriculum was then tailored by NTC faculty to fit with the current vision and mission of the Bemidji School of Nursing and the NTC Nursing Programs. The PN Diploma Curriculum was approved by NTC’s Academic Affairs and Standards Committee and by MnSCU.

The Curriculum Committee created and approved a Curriculum Assessment Process (Appendix F). The process begins with the student course evaluation (Appendix G), completed by students at course conclusion. This data is used by faculty to complete a Faculty Course Survey (Appendix H) 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 I) 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.

**Key Element 4.4**
The curriculum includes general education courses that enhance professional nursing knowledge and practice.

Minimum requirements for granting a diploma in Minnesota require at least six general education credits in at least two 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 NTC PN Diploma curriculum includes 12 credits of general education that enhance professional nursing knowledge and practice (refer to Curriculum Table 8: Overview of Practical Nursing Diploma Curriculum and Transition) and meets three separate goal areas of the Transfer Curriculum. Three liberal education transfer curriculum goal areas met through the required courses in the practical nursing diploma. The program requires six credits of Anatomy and Physiology, providing a foundational understanding of the human body necessary for the understanding of health, disease, healing, and health promotion. Developmental Psychology or Lifespan Psychology is required so students can effectively assess patients’ developmental levels, recognize 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.

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. For example, the SLO for Patient/Relationship Centered Care is the first objective for Clinical
I. 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 health care are discussed. A cultural presentation is conducted and evaluated through use of a rubric in Foundations to ensure that students are exposed to issues of diversity early in their educational program. Diversity issues are again evaluated in Clinical II through use of a rubric on the Diversity Assignment. On the exit survey, students are asked if the curriculum includes culturally, ethnically and socially diverse concepts. The results of the past three graduating groups: Summer 2012 (N=10), Summer 2013 (N=18), and Fall 2013 (N=18), 100%, 89%, and 100% respectively, agreed or strongly agreed. It is one of the standards reviewed in the curriculum assessment process on the faculty course evaluation and Curriculum Committee course evaluation summary.

**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 practical nursing curriculum was developed collaboratively with a statewide network of nurse educators. 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. The Minnesota legislature updated the Nurse Practice Act for practical nurses in the last year, and the practical nursing curriculum reflects the updated definition of a “focused assessment.” 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 considered as part of the Faculty Course Survey completed on every course and reviewed and summarized by the Curriculum Committee annually (Appendices G, H, and I). The curriculum is moving to a concept-based curriculum and an instructional approach that “flips” the classroom. 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 interprofessional 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 PN Curriculum Table 10: Course, Objectives, Outcomes, Methods, Assignments. Specific Outcome Assignments were identified to evaluate achievement of the Student Learning Outcomes for the first and second semester PN students. Refer to Table 7: The PN 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 outcomes. The evaluation 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 F, G, H, and I).

**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.**

“The National League for Nursing Accrediting Commission (NLNAC) is the only National Accrediting organization to accredit Practical Nursing (PN) programs in the United States. In February 2012, three out of 23 Minnesota State Colleges and Universities System (MnSCU) Practical Nursing (PN) programs were nationally accredited in Minnesota. Sharon Tanner, the Chief Executive Officer for the NLNAC, informed Minnesota schools verbally that PN programs must be at 40 credits or less to become nationally accredited. In 2011, 16 out of 23 programs were over 40 credits, 12 programs were over 50 credits in Minnesota,” (HealthForce Minnesota, 2013, p.5). MnSCU approves Practical Nursing Diploma programs that range between 31-72 credits. The Practical Nursing Diploma program has transitioned from a two year process to a one year process, from 53 to 38 credits, focusing on achieving quality student learning outcomes. Reflected in the student learner outcomes, transition plans, and program outcomes presented in Key Element 4.2, length of time and credits hours are adjusting to better reflect 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.

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.

<table>
<thead>
<tr>
<th>Graduate Exit Survey Questions</th>
<th>Percent of students who agree or strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Nursing Lab has sufficient equipment and resources for enhancing my clinical skills</td>
<td>91.7% 83.3% Pending</td>
</tr>
<tr>
<td>The clinical sites provided adequate patient care learning opportunities</td>
<td>100% 83.3% Pending</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. The primary healthcare facility utilized are Sanford Health in Bemidji (Nielson Place) and Eldercare, Inc. (Havenwood). The facilities engage in rich continuous quality improvement programs and are engaged in Transforming Care at the Bedside activities. Simulation Lab comprises the second leg of the learner’s clinical experience and will be addressed in the resources section of this report. Finally, students are engaged in several
nationally normed ATI Live Clinical Scenarios that provide unique, consistent clinical experiences that evaluate clinical reasoning and provide the learner with immediate feedback. Scenarios address medical-surgical, maternal-newborn, and psychosocial issues in a comprehensive format. Specific to long-term care and specialty care, the faculty members have developed a memory care scenario and have vetted it with the facilities to obtain feedback. The scenario is now utilized for all students.

**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 by the dean of the Bemidji School of Nursing ([Table 13](#)).

**Key Element 4.12**

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

The hybrid program has face to face classes weekly. Therefore students have access to both online and oncampus resources. Quality Matters rubric was used to develop all 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/](http://www.ntcmn.edu/become_learner/tuition_fees/). Resources are currently negotiated by the nursing dean with the organizational provost and are adequate to meet program needs.
### Table 11: Overall Revenue/Expense Program Data

<table>
<thead>
<tr>
<th>Program</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></td>
<td>8,323</td>
<td>87,119</td>
<td>(87,119)</td>
</tr>
<tr>
<td><strong>Totals</strong></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>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>

### Table 12: 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>15,000</td>
<td>15,000</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>16,000</td>
<td>10,000</td>
<td>20,000</td>
<td>22,500</td>
<td>25,000</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>35,000</td>
<td>22,750</td>
<td>35,500</td>
<td>36,300</td>
<td>35,000</td>
</tr>
<tr>
<td>Admin Support-Medical</td>
<td>500</td>
<td>1,000</td>
<td>1,000</td>
<td>2,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Child Development</td>
<td>3,000</td>
<td>2,750</td>
<td>3,500</td>
<td>2,500</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 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/](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/](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 J, 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.
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 13 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 practical nursing diploma program are listed below. Table 13 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, Neilson Place, Home Care/Hospice, Dialysis, Emergency Room, Intensive Care Unit, Acute Medical Surgery Floor, Obstetrics and Pediatrics, Imaging, Cardiovascular Services.

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.
Table 13: Listing of Clinical Agencies

<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>Havenwood Care Center, long term care, Cedar Cottage, assisted living, Tamarack Court, assisted living</td>
<td>01/31/2018</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)</td>
<td>04/30/2017</td>
</tr>
<tr>
<td>Sanford Health</td>
<td>Medical Center, Hospital: (AD and PN programs)</td>
<td>05/31/2017</td>
</tr>
<tr>
<td></td>
<td>Departments for clinical experience: Med/Surgical unit, Home care, Operating room, Same Day surgery and ED</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cardiac cath lab, ED, Obstetrics, Nursery, Acute rehabilitation unit, wound care, Telemetry, Imaging, Orthopedics, Dialysis, and Physical Therapy, Respiratory Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior Behavioral Health – (AD and PN programs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinic: (PN program) practicum experience in urology, family practice, internal medicine, OB/GYN, wound care, pain management, pediatrics, and orthopedics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Long-term care: (AD and PN program)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AD: First year clinical experience focused on complex disease management and sub-acute care/rehabilitation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PN: Medication management, chronic care</td>
<td></td>
</tr>
<tr>
<td>St. Joseph’s Area Health Services</td>
<td>Hospital, Home Care, Hospice (AD Programs)</td>
<td>08/31/2016</td>
</tr>
<tr>
<td></td>
<td>Departments: ED, Medical/Surgical unit, Obstetrics</td>
<td></td>
</tr>
<tr>
<td>Stille Havn Hus</td>
<td>Long-term Psychiatric Care (AD Programs)</td>
<td>09/26/2016</td>
</tr>
</tbody>
</table>

**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.

All students are invited to participate in the Program Exit Survey. The Program Exit Survey seeks specific feedback regarding adequacy of equipment/space and access to lab, computer and technology support, library resources, and student services. Results from exit surveys are reviewed by the faculty group and recommendations for resource changes are forwarded to the Academic Resource Committee. Other specific feedback regarding student participation on student committees, advisory boards, and student senate are also reviewed by the faculty group and concerns are brought to the appropriate committee workgroup.

**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/](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/](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 hybrid 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 hybrid 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/).

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 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 utilized for library services are available and highly utilized by students. Online tutor support is available for all students within Desire2Learn (D2L) (course delivery system) via Smarthinking. 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 used as needed.

**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/](http://www.ntcmn.edu/its/). Campus and online 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 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 hybrid 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 K) 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</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission and Administrative Capacity</td>
<td></td>
<td></td>
<td></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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STANDARD 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty and Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STANDARD 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STANDARD 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary healthcare environments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STANDARD 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student policies, development, and services support the goals and outcomes of the nursing education unit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STANDARD 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Systematic Evaluation Plan Addresses the Student Learning Outcomes, Program Outcomes, Role-specific graduate competencies and ACEN Standards
A Systematic Evaluation Plan was created by the faculty and is maintained in Taskstream© (See Appendix K). The SEP incorporates standards 1-6 and is updated by all faculty and committees as needed per standard. As an example, meeting minutes from each committee structure is uploaded into Taskstream © after the meeting minutes have been approved.

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>
<th>Job Category:</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Nursing</td>
<td>Bargaining Unit:</td>
<td>MSCF</td>
</tr>
<tr>
<td>Location:</td>
<td>Bemidji School of Nursing</td>
<td>Position Type:</td>
<td></td>
</tr>
<tr>
<td>Supervisor:</td>
<td>Bemidji School of Nursing Dean</td>
<td></td>
<td></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:  
Approved By:  
Last Updated By:  
Date:  
Date:  
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 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’ requirements.</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><strong>Record Keeping</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinate student make-up time as needed</td>
<td>Maintain clinical course evaluations/surveys.</td>
<td>Determines the interpretation of the agency evaluations</td>
</tr>
<tr>
<td>Interpretation of course evaluations</td>
<td>Maintains record of clinical eligibility (background studies, immunization compliance, CPR certification, and confidentiality statements).</td>
<td>Receives agency evaluation results</td>
</tr>
<tr>
<td></td>
<td>Enters student names into schedule templates</td>
<td>Ensures student assignment to departments are completed by faculty and communicated to sites.</td>
</tr>
<tr>
<td><strong>Scheduling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Placement Plan – input of the clinical scheduling</td>
<td>Contact facilities to confirm student clinical dates and send copies of 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</td>
</tr>
<tr>
<td></td>
<td>Communication 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 facility 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</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 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>

65
Preparation

Identifies changes needed for orientation manual, course, and participates in planning alongside the coordinator

Assure the preparation of all clinical course documents
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 presentation 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

STATE OF MINNESOTA/NORTHWEST TECHNICAL COLLEGE

POSITION DESCRIPTION A

EMPLOYEE’S NAME
SANDRA L. THOLE

CAMPUSS
BEMIDJI

CLASSIFICATION TITLE
COLLEGE LAB ASSISTANT 2

WORKING TITLE (IF DIFFERENT)
nursing program technician/ lab assistant

POSITION CONTROL NO.
637030

PREPARED BY
Jeanine Gangeness

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.

POSITION DESCRIPTION B

EMPLOYEE’S NAME
SANDRA L. THOLE

POSITION CONTROL #
637030

Resp. No.

PRINCIPAL RESPONSIBILITIES, TASKS AND PERFORMANCE INDICATORS

Priority % of Time Discretion

I Coordinate the overall utilization of the laboratory among different health groups.

Tasks:
a) Perform inspection of lab equipment to ensure that it is fully operational and safe
   - Regularly conduct tests of the working condition of the equipment.
   - Make minor repairs on inoperable equipment
   - Order major repair service from appropriate vendors
b) Oversee security and integrity of laboratory and its contents
   - Regularly undergo routine inventory of laboratory supplies and equipment
   - Order supplies
   - 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 10</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tasks:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>Participate in new student orientation and registration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Communicate with learners and faculty via email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Oversee video validation labs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assure academic integrity is maintained by learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Monitor lab during unsupervised student practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide equipment for student practice sessions when possible and faculty supervision not required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Instruct learners on proper use of digital video camera, mini DVD’s, tripod and microphone and recording procedure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Coordinate CLA’s or work study who oversee video validation labs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assures learners have signed testing policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Format and disc post-testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Issues disc to appropriate lab instructor</td>
<td></td>
<td></td>
</tr>
</tbody>
</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 60</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tasks:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>Tracking of learner records for clinical eligibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<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>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Maintains database and tracks mandatory criminal background check clearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Maintains database and tracks CPR certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Maintains regulatory agency documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Minnesota Department of Health document tracking for Nursing Assistant courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Assists in preparation and organizing for regulatory agency site visits for program approval and/or accreditation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Maintains program documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Uploads and revises documents on D2L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Prints and copies needed paperwork for NA classes Track all clinical site forms including (but not limited to) background checks, confidentiality forms, immunization forms….</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Assists in preparation of clinical evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• 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
• 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. 637030</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SANDRA L. THOLE</td>
<td></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.

### Appendix C Clinical Performance Evaluation Tool

**Clinical I Evaluation Tool (Level 1)**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Criteria</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informatics/Technology</strong></td>
<td><strong>Confidentiality/Documentation</strong>: Maintains confidentiality of medical record and patient information. Documents care in electronic medical record and/or chart. Vital signs and medications charted immediately after completion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Informatics/Technology</strong>: Effectively responds to safety technologies. (Examples barcodes, scanners, automatic alerts/alarms, bed alarms, call lights).</td>
<td></td>
</tr>
<tr>
<td><strong>Managing Care</strong></td>
<td><strong>Managing Care</strong>: Follows the hierarchy of leadership within the clinical setting. Plans and organizes time and resources appropriately.</td>
<td></td>
</tr>
<tr>
<td><strong>Nursing Judgment</strong></td>
<td><strong>Prioritization</strong>: Prioritizes daily plan of care and makes adjustments as needed. Provides rationale for priorities for care of one patient.</td>
<td></td>
</tr>
</tbody>
</table>
**Nursing Judgment:** Performs focused assessments, chooses nursing interventions, monitors, evaluates responses to interventions, and reports changes in the patient's condition. Example: Informs instructor/appropriate staff immediately when vital signs change.

**Communication:** Identifies and demonstrates use of verbal and nonverbal therapeutic communication.

**Caring Behaviors:** Demonstrates caring behaviors: Comforting, honesty, patient attentive listening, touch when appropriate, respect, calls patient by preferred name (In LTC use person/resident and not patient). Performs pain assessments and appropriate interventions.

**ADL’s/Assessment:** Performs ADL’s independently to meet patient needs. Performs focused assessments (including head to toe assessments) and reports abnormalities.

**Data Collection:** Data collection complete, includes basic physical, developmental, spiritual, cultural, functional and psychosocial needs from multiple sources (report, chart, family, patient, staff, etc.).

**Learning:** Identifies educational needs of the older adult. Provides health care information.

**Professional Values:** Follows professional values in nursing handbook and according to PN Scope of Practice (Dress code, punctuality, breaks, absences, assignments, policies, etc.). Maintains professional boundaries.

**Ethical/Legal:** Demonstrates accountability in providing patient care. Demonstrates compliance with facility policy and procedures.

**Patient Satisfaction:** Identifies patient care concerns and works on improving patient satisfaction.

**Complications:** Recognizes potential and/or actual patient complications and responds appropriately (reports to instructor/licensed personnel) for 1 patient.

**Safety:** Demonstrates safety and competency in nursing skills, medication administration, standard precautions, and treatments.

**Communication:** Communicates and reports (using SBAR) to appropriate personnel (including instructor). Works cooperatively with others. Uses assertive rather than aggressive communication style.

**Average Daily Score**

<table>
<thead>
<tr>
<th>Total Score</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>NA</td>
<td>Not applicable, or unable to measure. Does not calculate into grade.</td>
</tr>
</tbody>
</table>

**The following list are expected professional standards.**

**Pt./Relationship Centered Care**

- Competency: Data Collection
  - Listens to and takes notes during

**Professional Identity and Behavior**

- Competency: Accountability
  - Research completed correctly to care for pt.
  - Complies with dress code

**Competency: Professional Boundaries**

- Maintains professional boundaries
- Does not discuss too much about self with patient.

**Competency: Safe Nursing Practice**

- Consistently uses 2 patient identifiers
- Demonstrates safe nursing skills
- Displays behaviors that promote
### Competency: Documentation
- Able to navigate the EMR/chart.
- Documents in EMR/chart and written assignments completely, accurately, and timely.
- Charting contains minimal grammatical errors, and no unapproved abbreviations and completed with minimal assistance.
- Vital signs and medications charted immediately after completion.

### Competency: Confidentiality
- Keeps computer screen out of view of others.
- Does not discuss confidential information in public areas.

### Competency: Communication
- Completes with minimal unapproved abbreviations and grammatical errors, and no charting contains minimal accurately, and timely.
- Can make adjustment to plan of care or time line as needed.
- Can maintain care level under stress/pressure with sufficient support.
- Does not proceed with patient care against instructor direction.
- Keeps instructor and staff nurse informed about patient condition throughout shift.
- Reports off prior to learning the unit.
- Seeks out learning opportunities to complete required skills and to seek new learning opportunities.
- Initiates cares without prompting or assistance
- Adapts to changing situations by seeking guidance as needed.
- Accepts performance critique and implements changes as a result of suggestions given.

### Med Administration errors:
- Missed meds (beyond ½ hour a or p scheduled time)
- Medication error (ID’d by instructor after 2nd check)
- Administering medication without looking up first
- Not documenting on MAR
- Giving medication without instructor supervision

---

**Clinical II Evaluation Tool (Level II)**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Criteria</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informatics/Technology</strong></td>
<td><strong>Confidentiality/Documentation</strong>: Maintains confidentiality of medical record and keeps all patient information secure. Documents with minimal assistance. Able to navigate the EMR.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Informatics/Technology</strong>: Responds timely to barcodes, scanners, medication pumps, automatic alerts/alarms, bed alarms, call lights, etc. Differentiates urgent and non-urgent responses to safety technology.</td>
<td></td>
</tr>
<tr>
<td>Managing Care</td>
<td><strong>Managing Care</strong>: Demonstrates ability to manage care in the provision of patient centered care. Follows the hierarchy of leadership when addressing ideas/concerns. Assigns and monitors UAP’s to tasks/activities if applicable.</td>
<td></td>
</tr>
<tr>
<td>Nursing Judgment</td>
<td><strong>Prioritization</strong>: Organizes a plan of care noting priorities of care. Justifies rationale for the prioritization of care for multiple patients.</td>
<td></td>
</tr>
</tbody>
</table>

1. **Formative Evaluation**: During the formative evaluation period if the student has performed a behavior that is unsafe or leads to an anecdotal note, the grading for that criteria would be scored below a 2.0 on the grading scale.

2. **Summative Evaluation**: During the Summative Evaluation at the end of the course, if a student has been unable to demonstrate a satisfactory score on a criteria, the student receives an average score below a 2.0 on the grading scale. There is no longer time to improve performance for this course and the student fails the course. All criteria must have an average of 2.0 to attain a passing grade.
**Prioritization**

- Nursing Judgment: Performs focused assessments, identifies impediments to patient progress and evaluates responses to interventions for multiple patients.

**Nursing Judgment**

- Communication: Assesses and implements strategies to improve personal communication skills.
- Caring Behaviors: Demonstrates caring behaviors. Evaluates and addresses patient pain with appropriate interventions.
- Data Collection: Uses the nursing process to contribute to holistic plans of care for patients across the lifespan.
- ADL's/Assessment: Identifies abnormalities when performing focused assessments on patients across the lifespan and implements appropriate nursing interventions including reporting to instructor/RN.
- Learning: Reinforces and contributes to teaching plan for patients across the lifespan.

**Pt. Relationship Centered Care**

- Communication Skills
- Nursing Process
- Learning Needs

**Professional Behaviors**

- Professionalism
- Ethical/Legal: Maintains professional behaviors, personal integrity and professional boundaries.

**Quality Improvement**

- Patient Care Concerns
- Organization: Uses “take 5” or similar other standardized approach to improve customer service.

**Safety**

- Complications: Detects and prevents potential and/or actual complications and responds appropriately (reports to instructor/RN) when caring for multiple patients across the lifespan.
- Safety: Maintains safe nursing practice (Medication administration, patient safety, nursing skills, etc.)

**Teamwork**

- Communication: Communicates effectively with interdisciplinary team members. Works cooperatively with others. Helps others while maintaining own efficiency. Participates as a member of the interprofessional team.

**Daily Average Score**

<table>
<thead>
<tr>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 = A</td>
</tr>
<tr>
<td>3.0 = B</td>
</tr>
<tr>
<td>2.0 = C</td>
</tr>
<tr>
<td>1.0 = D</td>
</tr>
<tr>
<td>0.0 = F</td>
</tr>
<tr>
<td>Not Applicable = NA</td>
</tr>
</tbody>
</table>

**The following list are expected professional standards.**

**Pt./Relationship Centered Care**

- Competency: Data Collection
  - Research completed correctly to

**PROFESSIONAL IDENTITY AND BEHAVIOR**

- Accountability
  - Maintains

**Competency: Safe Nursing Practice**

- Consistently uses 2 patient identifiers
- Listens to and takes notes during report.
- Seeks assistance if information is incomplete.

**TECHNOLOGY/INFORMATICS Competency: Confidentiality:**
- Keeps computer screen out of view of others.
- Does not discuss confidential information in public areas.

**Competency: Documentation**
- Able to navigate the EMR/chart.
- Documents in EMR/chart and written assignments completely, accurately, and timely.
- Charting contains minimal grammatical errors, and no unapproved abbreviations and completed with minimal assistance.
- Vital signs and medications charted immediately after completion.

**Demonstrates safe nursing skills**
- Displays behaviors that promote the safety (call light within reach, hand washing, use of universal precautions, lowering bed, gloving, brakes, side rails in safe positions, patient never level unattended in unsafe situation, disposal of needles safety, ).
- Maintains patient privacy.

**Medication Administration**
- Uses the 6 rights in medication administration.
- Uses safe medication administration.
- Knowledgeable of drug action/classification, interaction, side effects, rationale, injection sites, normal dosage, and nursing considerations.
- Relates meds to patient diagnosis.
- Accurately records med administration.

**Med Administration errors:**
- Missed meds (beyond ½ hour a or p scheduled time).
- Medication error (ID’d by instructor after 2nd check).
- Administering medication without looking up first.
- Not documenting on MAR.
- Giving medication without instructor supervision.

---

1. **Formative Evaluation:** During the formative evaluation period if the student has performed a behavior that is unsafe or leads to an anecdotal note, the grading for that criteria would be scored below a 2.0 on the grading scale.

2. **Summative Evaluation:** During the Summative Evaluation at the end of the course, if a student has been unable to demonstrate a satisfactory score on a criteria, the student receives an average score below a 2.0 on the grading scale. There is no longer time to improve performance for this course and the student fails the course. All criteria must have an average 2.0 to attain a passing grade.
Appendix D: Student Outcomes and Assessment Throughout the Curriculum

Academic Program Improvement Plans

Assessment of Student Learning and Program Effectiveness

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Date Submit:</th>
<th>O1/06/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN DIPLOMA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Division:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMAN AND PROTECTIVE SERVICES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Award:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Number of required credits:    |                  | 38         |

| Program Faculty               |                  |            |
| Contact Person:               | RUTH LANDT        |            |

| Campus location(s):           |                  | Bemidji    |
| X Other Location              |                  |            |

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= Introduction, 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>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTHL 1110</td>
<td>Nursing Assistant Cr. 3</td>
<td></td>
</tr>
<tr>
<td>OBRA 100</td>
<td>Nurse Assistant Cr. 4</td>
<td></td>
</tr>
<tr>
<td>HPER 2200</td>
<td>EPR Cr. 1</td>
<td></td>
</tr>
<tr>
<td>BIOC 2252</td>
<td>A &amp; P Cr. 3</td>
<td></td>
</tr>
<tr>
<td>BIOC 2254</td>
<td>A &amp; P Cr. 3</td>
<td></td>
</tr>
<tr>
<td>ENGL 1111</td>
<td>College Cr. 3</td>
<td></td>
</tr>
<tr>
<td>PSYD 2201</td>
<td>DevPsyc Cr. 3</td>
<td></td>
</tr>
<tr>
<td>PNSG 1100</td>
<td>Foundations Cr. 4</td>
<td></td>
</tr>
<tr>
<td>PNSG 1110</td>
<td>Neg Care Older Adult Cr. 2</td>
<td></td>
</tr>
<tr>
<td>PNSG 1120</td>
<td>Pharm Cr. 3</td>
<td></td>
</tr>
<tr>
<td>PNSG 1125</td>
<td>Clinical Cr. 3</td>
<td></td>
</tr>
<tr>
<td>PNSG 1150</td>
<td>Neg Care Women, Cr. 2</td>
<td></td>
</tr>
<tr>
<td>PNSG 1170</td>
<td>Transition Cr. 1</td>
<td></td>
</tr>
<tr>
<td>PNSG 1180</td>
<td>PsychNursing Cr. 2</td>
<td></td>
</tr>
<tr>
<td>PNSG 1185</td>
<td>Clinical II Cr. 6</td>
<td></td>
</tr>
</tbody>
</table>

#### Outcome:

**Student will utilize information technology in the health care setting (Informatics/Technology).**

**Outcome:**

Student will utilize leadership skills in the provision of safe, quality, patient-centered care (Leadership Skills/Managing Care).

**Outcome:**

Student will utilize evidence-based nursing judgement when providing and prioritizing care and promoting the health of patients across the lifespan (Nursing Judgement/Evidence-based Care).

**Outcome:**

Student will demonstrate therapeutic communication skills to practice holistic nursing that is patient and family centered, culturally sensitive, and based on the physiological, psychosocial, and spiritual needs across the lifespan (Patient Relationship Centered Care).

**Outcome:**

Student will demonstrate professional behaviors and accountability to legal and ethical nursing practice standards (Professional Identity and Behavior).

**Outcome:**

Student will participate in quality improvement by recognizing opportunities for improvement and collaborating with the healthcare team to enhance effective and cost efficient healthcare services (Quality Improvement).
<table>
<thead>
<tr>
<th>Outcome: Student will promote quality care, recognize complications, and provide a safe environment for patients, self, and others (Safety).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome: Student will serve as a member of the interprofessional team using open communication, mutual respect, and shared decision making to promote, safe, quality, patient-centered care (Teamwork and Collaboration).</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
<tr>
<td>Outcome:</td>
</tr>
</tbody>
</table>
### Part I: Program Effectiveness Plan

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Performance Targets</th>
<th>Year of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Set by Program Faculty.</td>
<td>What semester and year was data collected?</td>
</tr>
</tbody>
</table>

### Have learners learned?

**Expectations:** To improve, an institution must articulate its performance targets or desired outcomes for student learning.

- Assessment Type: Click to select
- Assessment Method: 

- Assessment Type: Click to select
- Assessment Method: 

- Assessment Type: Click to select
- Assessment Method: 

### Part II: Program Effectiveness Report

**Complete Finding and Action Section After Next Delivery of Class**

- **Findings**
  - Summary of Assessment Data collected by Program Faculty

- **Action Taken or To Be Taken**
  - Program Faculty use of results to improve student learning.
<table>
<thead>
<tr>
<th>Assessment Type:</th>
<th>Click to select</th>
<th>Assessment Method:</th>
<th>Click to select</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix E Mini Syllabi

School of Nursing
Northwest Technical College

Syllabus: PNSG 1100 Foundations of Practical Nursing 4 credits (2 lect/2 lab)

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

Course Description:
Foundations of Practical Nursing provides an introduction to the theoretical foundation for basic assessment and nursing skills. The student is given an opportunity to demonstrate these skills in the laboratory setting. An introduction to the nursing process provides the student with a beginning framework for decision making. The key concepts of, safety, professional identity/behavior, patient/relationship centered care, nursing judgment/evidence based practice, managing care, and informatics/technology are introduced.

Infection control, elimination skills, comfort skills for pain, oral, ophthalmic, otic, nasal, rectal, topical, inhaled and vaginal medication administration, drug calculations, documentation including computerized charting, body mechanics, nursing process, and assessment of body systems.

Prerequisites: BIOL 2252 A & P I, BIOL 2254 A & P II
Pre/Co-Requisites: PSYC 2201 – Developmental Psych
Co-Requisites: PNSG 1125 Clinical I, PN 1110 – Care of the Older Adult, PN 1120 - Pharmacology

NTC Core Competencies addressed:
- Demonstrate effective communication/interaction skills.
- Demonstrate thinking/active learning skills.
- Demonstrate career/computation skills.
- Demonstrate technology skills.
- Demonstrate global/environmental perspective.
- Demonstrate self-development skills.

Program Outcomes/Student Learning Outcomes:

PATIENT/RELATIONSHIP-CENTERED CARE: The practical nursing graduate will utilize effective communication skills while providing patient care founded on basic physical, developmental, spiritual, cultural, and psychosocial needs of patients across the lifespan.

MANAGING CARE: The practical nursing graduate will manage care through planning, organizing, and assigning aspects of care to UAP’s and LPN’s under the direction of a RN or other licensed Health Care Provider.

SAFETY: The practical nursing graduate will recognize and report changes and responses to interventions to a RN or the appropriate licensed health care provider while providing a safe environment for patients, self, and others.

PROFESSIONAL INTEGRITY AND BEHAVIORS: The practical nursing graduate will demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent PN.

NURSING JUDGMENT/EVIDENCE BASED CARE: The practical nursing graduate will utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, and promoting the health of individual patients across the lifespan.
Course Objectives:

The student will:

PATIENT/RELATIONSHIP-CENTERED CARE: Discuss caring communication skills when using the nursing process in the provision of culturally sensitive patient care across the lifespan in various health care settings.

PROFESSIONAL INTEGRITY AND BEHAVIORS: Discuss personal integrity, professional boundaries and behaviors related to established codes of ethics, nurse practice acts, and legal/ethical frameworks.

SAFETY: Identify and demonstrate basic nursing skills using proper techniques and measures that ensure patient safety (i.e. national patient safety campaigns).

MANAGING CARE: Identify ways to plan and organize care in cooperation with team members, utilizing plans of established care in the provision of quality nursing care.

NURSING JUDGMENT/EVIDENCE BASED CARE: Demonstrate basic assessment skills using proper techniques and measures that ensure patient safety.

Required texts:

ISBN: 9781455739646


ISBN: 9780323083775

Nursing Central phone app.

Teaching/Learning Methods:
1. Demonstration & return demonstration
2. Lecture
3. Discussion
4. Printed Resources
5. Online Resources
6. Group Activities
7. Lab Activities
8. Videos
9. Critical thinking exercises
10. ATI learning modules
11. powerpoints

Grading Information
50% of course grade comes from unit exams/quizzes, unit assignments and class participation (lecture grade)
50% of course grade comes from skills performance (Lab grade)

Both Lecture and Lab portions of this course need to have a minimum score of 80% in order to pass this course.

13. *Focused Assessment
14. *Document it Right Quiz
15. *QSEN Infection Control Activity
16. Exams, quizzes, and ATI assessments to evaluate concepts and content under study
17. *Cultural Presentation
18. *Lab performance evaluation & feedback
19. Physical exam on lab partners and mannequins
20. Video Validation/evaluation & feedback
21. Therapeutic communication techniques monitored during skills testouts.
22. Vital signs review
23. Prioritize care during skills testouts.

24. Demonstrate proper basic nursing skill techniques to ensure safety during skill testouts.

**Evaluation Grading Standard:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94%</td>
<td>A</td>
</tr>
<tr>
<td>93-86%</td>
<td>B</td>
</tr>
<tr>
<td>85-80%</td>
<td>C</td>
</tr>
<tr>
<td>79-74%</td>
<td>D</td>
</tr>
<tr>
<td>&gt;74%</td>
<td>F</td>
</tr>
</tbody>
</table>

**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 with English as a second language:**
  
  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.

- **Sarah Plahn is in Room 211 (inside the library); telephone number is 333-6650; e-mail is sarah.plahn@NTCmn.edu**

- **Schedule – See course calendar**

  - List of topics covered
  - Readings and other assignments due
  - Dates linked to information listed above
  - Dates of vacations or when class will not be held
  - Assignments that demonstrate outcome achievement are identified

**Guidelines and Grading Criteria (Rubrics) For Course Assignments that demonstrate outcome achievement are identified with an (*):**

* **PATIENT/RELATIONSHIP-CENTERED CARE, Level 1, outcome assignment, Cultural Presentation**

  **Cultural Presentation Format**

  Use this outline to guide your groups of 3-4 students to create a presentation. After the presentation, each group member will need to submit to the dropbox the presentation evaluation due the day of the presentation. Students will give a 15-20 minute presentation on the cultural group they submitted to me. Ideas are:

  - Native American
  - Latino/Hispanic
  - Hmong
  - Middle Eastern
  - African
  - Jewish
  - Thai
  - Russian

  Your presentation will need to include cultural practices regarding:

  **Birth:**
  
  Who is with the mother during delivery?
Naming Practices

Practices to ensure the health and/or survival of the mother and baby

Health Maintenance Beliefs:
How is health maintained?

Who is called in the event of an illness?

Special health-related practices

Dietary Practices
Are certain food considered to have special health benefits?

Are certain foods forbidden?

Death:
Where does death usually take place?

Who is usually present?

Burial/cremation practices

All of the above information must be included in your presentation. You can also dress in costume, perform dances of the culture or bring in food for the class from the culture. Don’t just stand up in front and read off the information that you found. You may incorporate a power point, handouts, video or however you want to present the material.

You may use any resources you wish including your text, the library or the internet.

<table>
<thead>
<tr>
<th>Cultural Presentations</th>
<th>Preparedness (5 pts)</th>
<th>Content (20 pts)</th>
<th>Expanded Content (2 pts)</th>
<th>Creativity (5 pts)</th>
<th>Reference Page (6 pts)</th>
<th>Multiple Choice Questions (with answers) (5 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5pts Student is completely prepared and has obviously rehearsed; is not reading from notes on PP</td>
<td>20 pts Student has researched topic areas and has developed interesting material</td>
<td>2 pts Included more information or topics</td>
<td>5 pts Delivered in a creative format</td>
<td>6 pts 3 sources in APA format</td>
<td>5 pts 3 multiple choice questions</td>
</tr>
<tr>
<td></td>
<td>4pts Student fairly prepared, but is reading from notes occasionally</td>
<td>15 pts Student has researched topic areas, but material is not as interesting as it could be</td>
<td>0 pts Did not include any additional information</td>
<td>3pts Created a power point to use with information</td>
<td>4 pts 2 sources in APA format</td>
<td>3pts 2 multiple choice questions</td>
</tr>
<tr>
<td></td>
<td>3pts Student is somewhat prepared, but is mainly reading from notes</td>
<td></td>
<td></td>
<td></td>
<td>2 pts 1 source in APA format</td>
<td>1pt 1 multiple choice question</td>
</tr>
<tr>
<td></td>
<td>2pts Student is not prepared; only reading from notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You may use any resources you wish including your text, the library or the internet.
<table>
<thead>
<tr>
<th>Posture and Eye Contact (2 pts)</th>
<th>2 pts</th>
<th>1 pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stands up straight, looks relaxed, and confident, eye contact during presentation</td>
<td>Sometimes stands straight and makes eye contact</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outline turned into instructor prior to presentation (3 pts)</th>
<th>3 pts</th>
<th>1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well organized, easy to follow outline turned in prior to presentation</td>
<td>Outline turned in prior to presentation, but poorly organized</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Peer Review (2pts)</th>
<th>2pts</th>
<th>1 pts</th>
</tr>
</thead>
</table>

*SAFETY: QSEN Infection Control Video Activity, Level 1, outcome assignment

Student will recognize infection control complications to provide a safe environment for patient, self, and others.

After viewing the QSEN video, the student will be able to identify 8 infection control errors.

<table>
<thead>
<tr>
<th>PASS</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 errors identified</td>
<td>Less than 8 errors were identified</td>
</tr>
</tbody>
</table>

*PROFESSIONAL IDENTITY AND BEHAVIOR, Level 1, outcome assignment, Document It Right

First, go to the website

http://ce.nurse.com/course/ce510/document-it-right-would-your-charting-stand-up-to-scrutiny/

CE510 Document It Right.

You will NOT need to purchase a membership to complete this activity. (No $10.00 fee).

Click on **Start Course** and read the article to learn more about producing legally credible documentation.
Focal Assessment RUBRIC

<table>
<thead>
<tr>
<th>Perform pre-steps</th>
<th>Checks/Verifies orders</th>
<th>Completes 2 of the 3 of the pre-step items</th>
<th>Completes 1 of the 3 of the pre-step items</th>
<th>Did not complete the pre-step items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduces self and identifies patient</td>
<td>Introduces self</td>
<td>Completes 2 of the 3 of the pre-step items</td>
<td>Completes 1 of the 3 of the pre-step items</td>
<td>Does not complete the 3 pre-step items</td>
</tr>
<tr>
<td>Demonstrates appropriate infection control</td>
<td>Washes hands before touching the patient and beginning the focused assessment</td>
<td>Completes 2 of the 3 of the pre-step items</td>
<td>Completes 1 of the 3 of the pre-step items</td>
<td>Does not complete the 3 pre-step items</td>
</tr>
<tr>
<td>Applies nursing principles/theory to practice as demonstrated by accurate performance of nursing skills and care.</td>
<td>Accurate performance of focused assessment without instructor cues/direction</td>
<td>Required 1-2 cues/direction from instructor OR inaccurately performed 1 areas of the focused assessment</td>
<td>Required 3-4 cues/direction from instructor OR inaccurately performed 2 areas of the focused assessment</td>
<td>Required more than 4 cues/direction from instructor OR inaccurately performed 3 areas of the focused assessment</td>
</tr>
<tr>
<td>Addresses patient’s psychosocial integrity and therapeutically communicates.</td>
<td>Communicated with patient: before the assessment began</td>
<td>Communicated with patient 2 of the 3 communication times</td>
<td>Communicated with patient 1 of the 3 communication times</td>
<td>Did not communicate with patient.</td>
</tr>
<tr>
<td>Performs post-steps</td>
<td>Bed lowest position</td>
<td>Completed 2 of the 3 post-step items</td>
<td>Completed 1 of the 3 post-step items</td>
<td>Did not complete the 3 post-steps items</td>
</tr>
<tr>
<td>Observes, reports, and documents (verbal or written) pertinent information.</td>
<td>Documentation includes all pertinent data collected during focused assessment</td>
<td>1 piece of pertinent data missing from documentation</td>
<td>2 pieces of pertinent data missing from documentation</td>
<td>More than 2 pieces of pertinent data missing from documentation</td>
</tr>
<tr>
<td>Displays professionalism</td>
<td>Name tag, uniform, dress code</td>
<td>Demonstrates/completes 2 of the 3 professionalism tasks</td>
<td>Demonstrates/completes 1 of the 3 professionalism tasks</td>
<td>Does not demonstrate/completes professionalism tasks</td>
</tr>
</tbody>
</table>

Total Points (each column)

Final Point Total
*NURSING JUDGEMENT
Skills lab eval to be added before Fall 2014 start
School of Nursing
Northwest Technical College
Syllabus: PN Care of the Older Adult, PN 1110 (2 lect/0 lab/0 OJT)

Semester

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

Course Description:
Nursing Care of Older Adults focuses on the health promotion and safety in the care of older adult patients. Emphasis is placed on An Overall Assessment Tool for Older Adults (SPICES) including sleep disorders, problems with nutrition, incontinence, confusion, evidence of falls, and skin breakdown.

Prerequisites: BIOL 2252 A & P I, BIOL 2254 A & P II
Pre/Co-Requisites: PSYC 2201 – Developmental Psych
Co-Requisites: PN 1100 - Foundations, PNSG 1125 - Clinical I, PN 1120 - Pharmacology

NTC Core Competencies addressed:
Demonstrate effective communication/interaction skills.
Demonstrate thinking/active learning skills.
Demonstrate career/computation skills.
Demonstrate technology skills.
Demonstrate global/environmental perspective.
Demonstrate self-development skills.

Program Outcomes/Student Learning Outcomes:

PATIENT/RELATIONSHIP-CENTERED CARE: The practical nursing graduate demonstrates effective communication skills while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of individual patients across the lifespan.

NURSING JUDGMENT/EVIDENCE BASED CARE: The practical nursing graduate will utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, and promoting the health of individual patients across the lifespan.

MANAGING CARE: The practical nursing graduate will manage care through planning, organizing and assigning aspects of care to UAP’s and LPN’s under the direction of a RN or other licensed Health Care Provider.

Course Objectives:
The student will:

PATIENT/RELATIONSHIP CENTERED CARE: Give examples of patient/relationship centered care when using the nursing process to contribute to individualized plans of care for the older adult.

NURSING JUDGMENT/EVIDENCE BASED CARE: Identify potential/actual patient complications and choose interventions within an established plan of care to implement for the older adult patient and report changes to appropriate health care provider.

PATIENT/RELATIONSHIP-CENTERED CARE: Identify learning needs and strategies to provide health care information to older adult patients regarding health care and safety issues.

MANAGING CARE/QUALITY IMPROVEMENT: Identify how to manage and organize care in the provision of emergency response plans under the direction of a RN or other licensed Health Care Provider.
Required texts:


ISBN: 9780323083775


ISBN: 9780323087841

Nursing Central Phone App.

Teaching/Learning Methods:
1. Lecture
2. Printed Resources
3. Online Resources
4. Group Activities
5. ATI learning modules
6. Videos
7. Critical thinking activities
8. Case studies
9. Powerpoints
10. ACES online resources

Grading Information

70% of course grade comes from unit exams/quizzes.
30% of course grade comes from assignments and class participation.

6. Unit specific Exams, quizzes, and ATI assessments to evaluate concepts and content under study
7. Classroom participation
8. Unit assignments specific to concepts and content under study
9. Case studies relevant to concept and content under study
10. Critical thinking activities relevant to concept and content under study

List of assignments and percentage of grade or number of points for each assignment.

Additional expectations for passing grades (i.e. must do class presentation to pass the class)

Evaluation Grading Standard:

100-94%  A
93-86%  B
85-80%  C
79-74%  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.
Students with English as a second language:
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.

Sarah Plahn is in Room 211 (inside the library); telephone number is 333-6650; e-mail is sarah.plahn@NTCmn.edu

Schedule – See course calendar
- List of topics covered
- Readings and other assignments due
- Dates linked to information listed above
- Dates of vacations or when class will not be held
- Assignments that demonstrate outcome achievement are identified

Guidelines and Grading Criteria (Rubrics) For Course Assignments that demonstrate outcome achievement are identified with an (*): Note, there are no outcome assignments in this course.
Course Description:
This course presents the basic principles of pharmaceuticals. Included in this course is information on pharmacokinetics, pharmacodynamics, common adverse/side effects, and contraindications to drug use. Emphasis is placed on drug classifications and nursing care related to the safe administration of medications to patients across the life span.

Prerequisites: BIOL 2252 A & P I, Nursing Assistant

Co-Requisites: PNSG 1100 Foundations, PNSG 1110 Care of the Older Adult, PNSG 1125 Clinical I

NTC Core Competencies addressed:
Describe the basic pharmacological principles related to nursing practice.
Explain Federal regulation pertaining to medication administration.
Describe safety measures pertaining to medication administration throughout the lifespan.
Demonstrate therapeutic/adverse effects/nursing considerations and classifications of medications pertaining to all body systems.

Program Outcomes/Student Learning Outcomes:

PROFESSIONAL INTEGRITY AND BEHAVIORS: The practical nursing graduate will demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent PN.

PATIENT/RELATIONSHIP CENTRED CARE: The practical nursing graduate demonstrates effective communication skills while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of individual patients across the lifespan.

SAFETY: The practical nursing graduate will recognize and report changes and responses to interventions to a RN or the appropriate licensed health care provider while providing a safe environment for patients, self, and others.

NURSING JUDGMENT/EVIDENCE BASED CARE: The practical nursing graduate will utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, and promoting the health of individual patients across the lifespan.

INFORMATICS/TECHNOLOGY: The practical nursing graduate will utilize information technology in the health care setting.

Course Objectives:
The student will:

PROFESSIONAL INTEGRITY AND BEHAVIORS: Describe the legal and ethical implications/aspects of medication
administration.

NURSING JUDGEMENT/EVIDENCE BASED CARE: List the major classifications of medications, common medications with each classification, potential/actual complications (side effects), contraindications and rationales for medication.

SAFETY: Describe principles of safe medication administration in relation to pharmacology, pharmacokinetics, and pharmacodynamics and the nurse’s role in preventing medication errors.

PROFESSIONAL INTEGRITY AND BEHAVIORS: Discuss legal/ethical issues related to medication administration.

INFORMATICS/TECHOLOGY: Recognize reliable information related to pharmacology that supports patient care, reduces reliance on memory, and enhances competency within the practice setting.

Required texts: (List in APA format and include ISBN#)


Nursing Central Phone App.

Teaching/Learning Methods:
8. e-learning
9. PowerPoint
10. Printed Resources
11. Group discussion questions
12. Critical thinking scenarios
13. ATI learning modules
7. Medication Math Calculations

Grading Information

Grades:
70 % of course grade comes from unit exams/quizzes.
30% of course grade comes from assignments and class participation.

5. Unit exams, quizzes, and ATI assessments to evaluate safe principals of medication administration, understanding of pharmacokinetics, medication actions, side effects, and nursing implications of medications by classifications.
6. Classroom participation
7. Course assignments
8. Math calculations on medication calculations

List of assignments and percentage of grade or number of points for each assignment
Additional expectations for passing grades (i.e. must do class presentation to pass the class)

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.

- Schedule – See course calendar
- List of topics covered
- Readings and other assignments due
- Dates linked to information listed above
- Dates of vacations or when class will not be held
- Assignments that demonstrate outcome achievement are identified

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. In addition, if your phone rings during class, you will be asked to stand and sing a song of the instructor's choosing.

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

Guidelines and Grading Criteria (Rubrics) For Course Assignments that demonstrate outcome achievement are identified with an (*): Note, there are not outcome assignments in this course.

School of Nursing
Northwest Technical College
Syllabus: PN Clinical I, PN 1125 (0 lect/3 lab/0 OJT)

Semester

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

Course Description:
Clinical I provides the student an opportunity to apply nursing judgment using the nursing process to implement safe, patient/relationship centered care in selected settings. The clinical student focuses on assessing and collecting data, implementing skills learned in the lab setting, documenting findings and reinforcing teaching plans for patients with common problems. The student develops communication and customer service skills working with individual patients, families, and team members.

**Pre/Co-Requisites:** BIOL 2252 A & P I  
**Co-Requisites:** PN 1100 - Foundations, PN 1110 – Care of the Older Adult, PN 1120 - Pharmacology

**NTC Core Competencies addressed:**
Demonstrate effective communication/interaction skills.  
Demonstrate thinking/active learning skills.  
Demonstrate career/computation skills.  
Demonstrate technology skills.  
Demonstrate global/environmental perspective.  
Demonstrate self-development skills.

**Program Outcomes/Student Learning Outcomes:**

**PATIENT/RELATIONSHIP CENTERED CARE:** The practical nursing graduate demonstrates effective communication skills while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of individual patients across the lifespan.

**INFORMATICS/TECHNOLOGY:** The practical nursing graduate will utilize information technology in the health care setting.

**NURSING JUDGEMENT/EVIDENCE BASED CARE:** The practical nursing graduate will utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, and promoting the health of individual patients across the lifespan.

**PROFESSIONAL INTEGRITY AND BEHAVIORS:** The practical nursing graduate will demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent PN.

**QUALITY IMPROVEMENT:** The practical nursing graduate will participate in quality improvement by providing input into the development of policies and effectively using resources to achieve patient outcomes.

**SAFETY:** The practical nursing graduate will recognize and report changes and responses to interventions to a RN or the appropriate licensed health care provider while providing a safe environment for patients, self, and others.

**TEAMWORK AND COLLABORATION:** The practical nursing graduate will participate as a member of the interprofessional team collaborating and communicating with other health care providers to promote safe, quality, patient centered care.

**MANAGING CARE:** The practical nursing graduate will manage care through planning, organizing and assigning aspects of care to UAP’s and LPN’s under the direction of a RN or other licensed Health Care Provider.

**Course Objectives:**

The student will:

**PATIENT/RELATIONSHIP-CENTERED CARE:** Demonstrate caring communication skills and cultural sensitivity when using the nursing process to contribute to the plan of care for the older adult patient.

**INFORMATICS/TECHNOLOGY:** Maintain confidentiality when using information technology to accurately document the provision and outcomes of patient care.

**INFORMATICS/TECHNOLOGY:** Use technology to access reliable information and resources that support patient care,
reduce reliance on memory, and enhance competency within the practice setting.

**NURSING JUDGMENT/EVIDENCE BASED CARE:** Provide rationales for prioritization of care and nursing judgments.

**NURSING JUDGMENT/EVIDENCE BASED CARE:** Demonstrate nursing judgment when assessing, choosing nursing interventions, monitoring, and reporting changes in the patient's condition.

**PROFESSIONAL INTEGRITY AND BEHAVIORS:** Demonstrate personal integrity, professional behaviors and maintain professional boundaries within the scope of nursing practice.

**QUALITY IMPROVEMENT:** Demonstrate quality care through customer service while identifying methods to improve patient satisfaction, and enhance cost efficient health care services.

**SAFETY:** Implement the national patient safety goals and safe nursing practice in the clinical setting.

**TEAMWORK AND COLLABORATION:** Collaborate and communicate with other health care providers to promote safe, quality, patient centered care.

**PATIENT/RELATIONSHIP-CENTERED CARE:** Reinforce a teaching plan for patients using strategies to empower patients/families.

**MANAGING CARE:** Identify and demonstrate ways to organize and plan work in the provision of safe, quality patient centered care.

**Required texts:**


ISBN: 9780323083775

Nursing Central phone app.

**Teaching/Learning Methods:**
1. Demonstration
2. Discussion
3. Printed Resources
4. Online Resources
5. Group Activities
6. Active learning at an approved clinical site
7. Simulation
8. Role model
9. Mentoring
10. Feedback on evaluations
11. Facilitate self-evaluation and reflection
12. Concept Maps

**Grading Information:**
85% of grade comes from clinical performance
15% of grade comes from assignments

The clinical portion of the course MUST be passed with an 80% or better to successfully pass this class.

**Outcome Assignments are *
7. Training and Use of Electronic Medical Record
8. *Identifying Delegation/Reassignment of Tasks
9. *Transforming Care at the Bedside simulation activity (pass/fail)
10. *Clinical I performance evaluation and feedback, evaluates all SLOs
12. SBAR and TEAM STEPPS evaluated during simulation experience

**Evaluation Grading Standard:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94%</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>93-86%</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>85-80%</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>79-75%</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>&lt;74%</td>
<td>F</td>
<td>F</td>
</tr>
</tbody>
</table>

**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 with English as a second language:**
  
  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/clinical schedule**

  Guidelines and Grading Criteria (Rubrics) For Course Assignments that demonstrate outcome achievement are identified with an (*):

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

  **Clinical I Evaluation Tool (Level 1)**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Criteria</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informatics/Technology</td>
<td><strong>Confidentiality/Documentation:</strong> Maintains confidentiality of medical record and patient information. Documents care in electronic medical record and/or chart. Vital signs and medications charted immediately after completion.</td>
<td></td>
</tr>
<tr>
<td>• Documentation/Confidentiality</td>
<td>Informatics/Technology: Effectively responds to safety technologies. (Examples barcodes, scanners, automatic alerts/alarms, bed alarms, call lights).</td>
<td></td>
</tr>
<tr>
<td>• Informatics/Technology</td>
<td><strong>Managing Care:</strong> Follows the hierarchy of leadership within the clinical setting. Plans and organizes time and resources appropriately.</td>
<td></td>
</tr>
<tr>
<td>Managing Care</td>
<td><strong>Prioritization:</strong> Prioritizes daily plan of care and makes adjustments as needed. Provides rationale for priorities for care of one patient.</td>
<td></td>
</tr>
<tr>
<td>• Managing Care</td>
<td><strong>Assign/Monitor</strong></td>
<td></td>
</tr>
<tr>
<td>Nursing Judgment</td>
<td><strong>Prioritization</strong></td>
<td></td>
</tr>
<tr>
<td>• Prioritization</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nursing Judgment</strong></td>
<td>Nursing Judgment: Performs focused assessments, chooses nursing interventions, monitors, evaluates responses to interventions, and reports changes in the patient's condition. Example: Informs instructor/appropriate staff immediately when vital signs change.</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Pt. Relationship Centered Care</strong></td>
<td>Communication: Identifies and demonstrates use of verbal and nonverbal therapeutic communication.</td>
<td></td>
</tr>
<tr>
<td>• Communication Skills</td>
<td>Caring Behaviors: Demonstrates caring behaviors: Comforting, honesty, patient attentive listening, touch when appropriate, respect, calls patient by preferred name (In LTC use person/resident and not patient). Performs pain assessments and appropriate interventions.</td>
<td></td>
</tr>
<tr>
<td>• Nursing Process</td>
<td>ADL’s/Assessment: Performs ADL’s independently to meet patient needs. Performs focused assessments (including head to toe assessments) and reports abnormalities.</td>
<td></td>
</tr>
<tr>
<td>• Learning Needs</td>
<td>Data Collection: Data collection complete, includes basic physical, developmental, spiritual, cultural, functional and psychosocial needs from multiple sources (report, chart, family, patient, staff, etc.).</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Behaviors</strong></td>
<td>Learning: Identifies educational needs of the older adult. Provides health care information.</td>
<td></td>
</tr>
<tr>
<td>• Professionalism</td>
<td>Professional Values: Follows professional values in nursing handbook and according to PN Scope of Practice (Dress code, punctuality, breaks, absences, assignments, policies, etc.). Maintains professional boundaries.</td>
<td></td>
</tr>
<tr>
<td>• Ethical/Legal</td>
<td>Ethical/Legal: Demonstrates accountability in providing patient care. Demonstrates compliance with facility policy and procedures.</td>
<td></td>
</tr>
<tr>
<td><strong>Quality Improvement</strong></td>
<td>Patient Satisfaction: Identifies patient care concerns and works on improving patient satisfaction.</td>
<td></td>
</tr>
<tr>
<td>• Patient Care Concerns</td>
<td><strong>Safety</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>Complications: Recognizes potential and/or actual patient complications and responds appropriately (reports to instructor/licensed personnel) for 1 patient.</td>
<td></td>
</tr>
<tr>
<td>• Communication</td>
<td>Safety: Demonstrates safety and competency in nursing skills, medication administration, standard precautions, and treatments.</td>
<td></td>
</tr>
<tr>
<td><strong>Average Daily Score</strong></td>
<td>Communication: Communicates and reports (using SBAR) to appropriate personnel (including instructor). Works cooperatively with others. Uses assertive rather than aggressive communication style.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>Not Applicable</strong></td>
<td>Not applicable, or unable to measure. Does not calculate into grade.</td>
</tr>
</tbody>
</table>

<p>| 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). |</p>
<table>
<thead>
<tr>
<th>The following list are expected professional standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pt./Relationship Centered Care</strong></td>
</tr>
<tr>
<td><strong>Competency: Data Collection</strong></td>
</tr>
<tr>
<td>- Listens to and takes notes during report</td>
</tr>
<tr>
<td>- Seeks assistance if information is incomplete.</td>
</tr>
<tr>
<td><strong>TECHNOLOGY/INFORMATION</strong></td>
</tr>
<tr>
<td><strong>Competency: Confidentiality:</strong></td>
</tr>
<tr>
<td>- Keeps computer screen out of view of others.</td>
</tr>
<tr>
<td>- Does not discuss confidential information in public areas.</td>
</tr>
<tr>
<td><strong>Competency: Documentation</strong></td>
</tr>
<tr>
<td>- Able to navigate the EMR/chart.</td>
</tr>
<tr>
<td>- Documents in EMR/chart and written assignments completely, accurately, and timely.</td>
</tr>
<tr>
<td>- Charting contains minimal grammatical errors, and no unapproved abbreviations and completed with minimal assistance.</td>
</tr>
<tr>
<td>- Vital signs and medications charted immediately after completion.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL IDENTITY AND BEHAVIOR</strong></td>
</tr>
<tr>
<td><strong>Competency: Accountability</strong></td>
</tr>
<tr>
<td>- Research completed correctly to care for pt.</td>
</tr>
<tr>
<td>- Complies with dress code</td>
</tr>
<tr>
<td>- On time and follows policy if absent or late.</td>
</tr>
<tr>
<td>- Assignments turned in on time.</td>
</tr>
<tr>
<td>- Follows facility rules for personal belongings, parking and consumption of food, smoking, etc.</td>
</tr>
<tr>
<td>- Exhibits dependability through good attendance, punctuality, and compliance with break schedules.</td>
</tr>
<tr>
<td>- Can make adjustment to plan of care or time line as needed.</td>
</tr>
<tr>
<td>- Can maintain care level under stress/pressure with sufficient support.</td>
</tr>
<tr>
<td>- Does not proceed with patient care against instructor direction.</td>
</tr>
<tr>
<td>- Keeps instructor and staff nurse informed about patient condition throughout shift.</td>
</tr>
<tr>
<td>- Reports off prior to learning the unit.</td>
</tr>
<tr>
<td>- Seeks out learning opportunities to complete required skills and to seek new learning opportunities.</td>
</tr>
<tr>
<td>- Initiates cares without prompting or assistance.</td>
</tr>
<tr>
<td>- Adapts to changing situations by seeking guidance as needed.</td>
</tr>
<tr>
<td>- Accepts performance critique and implements changes as a result of suggestions given.</td>
</tr>
<tr>
<td><strong>Competency: Professional Boundaries</strong></td>
</tr>
<tr>
<td>- Maintains professional boundaries</td>
</tr>
<tr>
<td>- Does not discuss too much about self with patient.</td>
</tr>
<tr>
<td>- Does not keep secrets with patient.</td>
</tr>
<tr>
<td>- Realizes that others can meet pt. needs if needed.</td>
</tr>
<tr>
<td>- Does not spend inappropriate time with patient.</td>
</tr>
<tr>
<td>- Does not flirt with patient, communicate in flirtatious manner, and employ sexual innuendo, off color jokes or offensive language.</td>
</tr>
<tr>
<td>- Recognizes boundary crossings, consult instructor when needing to support boundaries.</td>
</tr>
<tr>
<td><strong>Competency: Safe Nursing Practice</strong></td>
</tr>
<tr>
<td>- Consistently uses 2 patient identifiers</td>
</tr>
<tr>
<td>- Demonstrates safe nursing skills</td>
</tr>
<tr>
<td>- Displays behaviors that promote the safety (call light within reach, hand washing, use of universal precautions, lowering bed, gloving, brakes, side rails in safe positions, patient never level unattended in unsafe situation, disposal of needles safety, ).</td>
</tr>
<tr>
<td>- Maintains patient privacy.</td>
</tr>
<tr>
<td><strong>Medication Administration</strong></td>
</tr>
<tr>
<td>- Uses the 6 rights in medication administration.</td>
</tr>
<tr>
<td>- Uses safe medication administration</td>
</tr>
<tr>
<td>- Knowledgeable of drug action/classification, interaction, side effects, rationale, injection sites, normal dosage, and nursing considerations</td>
</tr>
<tr>
<td>- Relates meds to patient diagnosis</td>
</tr>
<tr>
<td>- Accurately records med administration</td>
</tr>
<tr>
<td><strong>Med Administration errors:</strong></td>
</tr>
<tr>
<td>- Missed meds (beyond ½ hour a or p scheduled time)</td>
</tr>
<tr>
<td>- Medication error (ID’d by instructor after 2nd check)</td>
</tr>
<tr>
<td>- Administering medication without looking up first</td>
</tr>
<tr>
<td>- Not documenting on MAR</td>
</tr>
<tr>
<td>- Giving medication without instructor supervision.</td>
</tr>
</tbody>
</table>

1. **Formative Evaluation:** During the formative evaluation period if the student has performed a behavior that is unsafe or leads to an anecdotal note, the grading for that criteria would be scored below a 2.0 on the grading scale.

2. **Summative Evaluation:** During the Summative Evaluation at the end of the course, if a student has been unable to demonstrate a satisfactory score on a criteria, the student receives an average score below a 2.0 on the grading scale. There is no longer time to improve performance for this course and the student fails the course. All criteria must
have an average of 2.0 to attain a passing grade.

*Outcome Assignment – Level I - Quality Improvement

**TCAB (Transforming Care At Bedside) Assignment:**

*To be completed in the simulation lab.*

Written by Christy Cook (fall 2012, revised spring 2014)

TCAB is an initiative from the Robert Wood Johnson Foundation and the Institute for Health Care Improvement. The following assignment is based off this design. For more information:

http://www.ihi.org/offerings/Initiatives/PastStrategicInitiatives/TCAB/Pages/default.aspx

Observe/Evaluate the simulation. During the simulation complete the following assignment focus on Quality improvement, safety, increasing nursing effectiveness and satisfaction, and how we could improve the effectiveness of the entire care team.

**After analyzing the scenario what seemed to work well? What did not go well?**

Identify one area that could use improvement. Specifically focusing on (a) quality improvement, (b) safety, and (c) nursing effectiveness/nursing satisfaction. Be specific on what you would like to see changed.

As a nurse leader, how would you implement this change into your department/facility? Be specific.

As a nurse leader, how are you going to analyze your new development for effectiveness

**Assuming your project is successful how will you pass your “best practice” onto other nursing arenas?**

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified what went well and what needed improvement</td>
<td>Unable to identify anything that needs updating, could improve efficiency, safety, quality of care, and ultimately patient outcomes</td>
</tr>
<tr>
<td>Gave detailed plan for change</td>
<td>Unable to articulate a plan for change</td>
</tr>
<tr>
<td>Identifies effective ways to analyze how identified change can be implemented</td>
<td>Unable to identify a way to implement change</td>
</tr>
<tr>
<td>Gives a clear plan to evaluate effectiveness of chosen improvement</td>
<td>Unable to establish an evaluation plan</td>
</tr>
<tr>
<td>Provides plan to pass idea onto other nursing arenas</td>
<td>Unable to establish a clear plan to pass on successful practice</td>
</tr>
</tbody>
</table>

*Outcome Assignment, Level 1, Managing Care

<table>
<thead>
<tr>
<th>Title</th>
<th>Identifying Delegation/Reassignment of Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Sue Field DNP, RN, CNE, with modifications by Christy Cook, RN MSN</td>
</tr>
<tr>
<td>Put X in box to correspond with the SLO (s)</td>
<td>Put X in box to correspond with the Competency (s)</td>
</tr>
<tr>
<td>Knowledge/Practice/Ethical Comportment</td>
<td>K</td>
</tr>
<tr>
<td>Patient Relationship Centered Care</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>Informatics/Technology</td>
<td>Nursing Process</td>
</tr>
<tr>
<td></td>
<td>Learning Needs</td>
</tr>
<tr>
<td></td>
<td>Documentation</td>
</tr>
<tr>
<td></td>
<td>Informatics</td>
</tr>
<tr>
<td>Student Learning Outcome(s)</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Nursing Judgment/Evidence Based care</td>
<td></td>
</tr>
<tr>
<td>Professional Identify and behaviors</td>
<td></td>
</tr>
<tr>
<td>Quality Improvement</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Teamwork and Collaboration</td>
<td></td>
</tr>
<tr>
<td>Managing Care</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prioritization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Judgment</td>
</tr>
<tr>
<td>Professionalism</td>
</tr>
<tr>
<td>Ethical/Legal</td>
</tr>
<tr>
<td>Patient Care Concerns</td>
</tr>
<tr>
<td>Systems</td>
</tr>
<tr>
<td>Patient Complications</td>
</tr>
<tr>
<td>Safe Nursing</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Conflict Resolution</td>
</tr>
<tr>
<td>Managing Care</td>
</tr>
<tr>
<td>Assign/Monitor x</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where should this assignment be used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>Clinical Setting x</td>
</tr>
<tr>
<td>Independent Study</td>
</tr>
<tr>
<td>Online/Web Based</td>
</tr>
<tr>
<td>Skills Lab</td>
</tr>
<tr>
<td>Simulation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revised from Linda Caputi © (What type of assignment is this?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Care Assignment</td>
</tr>
<tr>
<td>The assignments are related to the student while providing patient care in the clinical setting. Example: Concept mapping care for one or multiple patients.</td>
</tr>
<tr>
<td>Thinking Focused</td>
</tr>
<tr>
<td>Assignments encourages critical thinking and clinical reasoning and teaches students to think like a nurse.</td>
</tr>
<tr>
<td>Patient Focused</td>
</tr>
<tr>
<td>The student focuses on specific aspects of patient care such as safety, falls, diabetes, other diseases, etc.</td>
</tr>
<tr>
<td>Systems Focused</td>
</tr>
<tr>
<td>Assignments help the student understand the clinical world, the nurse’s work therein, and the effect of the system on the nurse and the patient. Example: How the system completes medication administration from order to delivery to patient.</td>
</tr>
</tbody>
</table>

| x |
| x |
Assignment:

Competencies measured in this assignment:

MANAGING CARE - ASSIGN/MONITOR COMPETENCY:
Identify (K), assign (P) nursing tasks/activities to other LPN’s, assign and monitor nursing tasks/activities to Unlicensed Assistive Personnel (UAP) and accept (E) accountability for the PN scope of practice.

In this assignment you will identify what nursing tasks/activities are delegated/reassigned to you by the RN or LPN or other Health Care Provider. You will also identify what tasks/activities are assigned to others.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify at least 3 tasks/activities that were delegated/reassigned</td>
<td></td>
</tr>
<tr>
<td>Who delegated/reassigned the tasks/activities to you?</td>
<td></td>
</tr>
<tr>
<td>How did the person monitor your completion of the tasks/activities?</td>
<td></td>
</tr>
<tr>
<td>2. Identify 2 tasks/activities that you identified that were assigned</td>
<td></td>
</tr>
<tr>
<td>to another team member.</td>
<td></td>
</tr>
</tbody>
</table>

Grading Rubric for Identifying Delegation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory (points each)</th>
<th>Needs Improvement (points each)</th>
<th>Unsatisfactory (points each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegated Tasks/Activities</td>
<td>Identifies at least 3 tasks/activities delegated to self, who delegated them, and how they monitored completion of the tasks.</td>
<td>Identifies at least 1 to 2 tasks/activities delegated to self, who delegated them, but has difficulty identifying how completion was monitored.</td>
<td>Unable to identify delegated tasks/activities.</td>
</tr>
<tr>
<td>Assigned Tasks/Activities</td>
<td>Identifies at least 2 tasks/activities that were assigned to another team member.</td>
<td>Identifies 1 task/activity that were assigned to another team member.</td>
<td>Unable to identify tasks/activities assigned to others.</td>
</tr>
</tbody>
</table>

Points

Total Points
School of Nursing  
Northwest Technical College  
Syllabus: Nursing Care of Adults PSNG 1150 (3 lect/1 lab)  
Semester

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

Course Description:

Nursing Care of Adults focuses on the care of adults and older adult patients with common medical/surgical health problems. Emphasis is placed on physiological disorders that require management in an acute care facility. Application of pathophysiology, nutrition and pharmacology are applied to co-morbid diseases within each topic area.

SUGGESTED LAB TOPICS INCLUDE:

Advanced oxygenation systems, advanced wound care, IV maintenance, advanced drug calculations, complications of immobility, advanced elimination procedures, EKG, joint replacement care and pre/postoperative care.

Prerequisites: PNSG 1100 Foundations; PNSGG 1110 Care of Older Adult; PNSG 1120 Pharmacology, PNSG 1125 Clinical I, BIOL 2252A & P I Pre/Coc: BIOL 2254 A & P II, PSYC 2201 Developmental Psych Co-Requisites: PNSG 1160 Nursing Care of Women/Newborn/Children; PNSG 1170 Transition to Practice; PSNG 1180 Psychosocial; PNSG 1185 Clinical II,

NTC Core Competencies addressed:
A  Demonstrate effective communication/interaction skills.
B  Demonstrate career/computation skills.
C  Demonstrate self-development skills.

Program Outcomes/Student Learning Outcomes:

PATIENT/RELATIONSHIP-CENTERED CARE: The practical nursing graduate demonstrates effective communication skills while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of individual patients across the lifespan.

SAFETY: The practical nursing graduate will recognize and report changes and responses to interventions to a RN or the appropriate licensed health care provider while providing a safe environment for patients, self, and others.

NURSING JUDGMENT/EVIDENCE BASED CARE: The practical nursing graduate will utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, and promoting the health of individual patients across the lifespan.

Course Objectives:

The student will:

PATIENT/RELATIONSHIP CENTERED CARE: Use the nursing process to collect data and contribute to the plan of care for the adult patient with common medical/surgical health problems.
NURSING JUDGEMENT/EVIDENCE BASED CARE: Prioritize care and provide rationales for nursing judgments for the adult patient with common medical/surgical health problems.

SAFETY: Perform advanced nursing skills safely in the lab setting.

Required texts:

9781455739646


ISBN: 9780323083775

Nursing Central Phone App.

Teaching/Learning Methods:
1. Lecture
2. Demonstration
3. Videos
4. Critical thinking activity
5. Group work
6. Printed resources
7. Online resources
8. Case studies
9. Critical thinking activities

Grading Information

65% of course grade comes from unit exams/quizzes, unit assignments and class participation (lecture grade)
35% of course grade comes from skills performance (Lab grade)

Both Lecture and Lab portions of this course need to have a minimum score of 80% in order to pass this course.

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>93-86%</td>
</tr>
<tr>
<td>C</td>
<td>85-80%</td>
</tr>
<tr>
<td>D</td>
<td>79-75%</td>
</tr>
<tr>
<td>F</td>
<td>&gt;74%</td>
</tr>
</tbody>
</table>

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.

- **Schedule** – See course calendar
- List of topics covered
- Readings and other assignments due
- Dates linked to information listed above
- Dates of vacations or when class will not be held
- Assignments that demonstrate outcome achievement are identified

**Guidelines and Grading Criteria (Rubrics)** For Course Assignments that demonstrate outcome achievement are identified with an (*): Note, there are not outcome assignments in this course.
School of Nursing
Northwest Technical College
PNSG 1160: Nursing Care of Women/Newborn/Children (2 lec/0 lab)
Semester

Contact Information
Name of instructor:
Office location:
Office Hours:
Office Phone
Email:

Course Description:
Nursing Care of Women/Newborn/Children provides an integrative approach to the care of the childbearing women, newborns, and children. Prominence is placed on normal and high-risk pregnancies, normal growth and development, and common pediatric disorders.

Prerequisites: PNSG 1100 Foundations; PNSGG 1110 Care of Older Adult; PNSG 1120 Pharmacology, PNSG 1125 Clinical I, BIOL 2252A & P I
Pre/Co: BIOL 2254 A & P II, PSYC 2201 Developmental Psych
Co-Prerequisites: PNSG 1150 Nursing Care of Adults, PNSG 1170 Transition to Practice; PSNG 1180 Psychosocial; PNSG 1185 Clinical II

NTC Core Competencies addressed:
Demonstrate thinking/active learning skills.
Demonstrate career/computation skills.

Program Outcomes/Student Learning Outcomes

PATIENT-RELATIONSHIP CENTERED CARE
Student will demonstrate therapeutic communication skills to practice holistic nursing that is patient and family centered, culturally sensitive, and based on the physiological, psychosocial, and spiritual needs across the lifespan.

NURSING JUDGMENT/EVIDENCE BASED CARE
Student will utilize evidence based nursing judgment when providing and prioritizing care and promoting the health of patients across the lifespan.

PROFESSIONAL IDENTITY AND BEHAVIOR
Student will demonstrate professional behaviors and accountability to legal and ethical nursing practice standards.

Course Objectives:
The student will:

PATIENT/RELATIONSHIP-CENTERED CARE:

• Distinguish data needed for a holistic assessment that contributes to the individualized plans of care for women, newborns, and children.
• Recognize health education and safety needs for women and families.
• techniques when working with children.

NURSING JUDGMENT/EVIDENCE BASED CARE and SAFETY:

• Analyze (potential/actual) patient complications and interventions from an established plan of care to implement for the pregnant woman, newborn, and child and report changes to the appropriate health care provider.
• Apply knowledge of pharmacology, pathophysiology, and nutrition to the care of women, newborns and children with common health problems.

PROFESSIONAL IDENTITY AND BEHAVIORS:
• Distinguish legal and ethical implications when caring for women, newborns, and children.

Content Units:

Unit Objective:
Discuss reproductive anatomy and physiology, conception/contraception, fetal development, prenatal care, education, and pregnancy complications.

Learning Objectives
a. Review anatomy and physiology of the reproductive systems.
b. Discuss methods of contraception.
c. Describe genetic and environmental pregnancy influences
d. Describe conception/fetal development
e. Identify pregnancy physiological changes
f. Identify pregnancy psychosocial implications
g. Discuss pregnancy related nutritional principles
h. Explain pregnancy nursing care and education
i. Explain pregnancy complications

Unit Objective:
Differentiate between the four stages of labor, potential complications, and identify the nursing skills to provide for emotional and educational needs of the patient.

Learning Objectives
a. Explain process of labor and birth
b. Describe labor and birth nursing care
c. Explain nursing role for pain management in labor and birth
d. Describe labor and birth complications

Unit Objective:
Discuss postpartum and newborn data collection, nursing care, and potential complications.

Learning Objectives
a. Demonstrate postpartum data collection and nursing care
b. Identify postpartum complications
c. Describe neonatal data collection
d. Demonstrate normal newborn nursing care including newborn bath
e. Describe premature and postmature neonate
f. Explain neonate complications/congenital disorders
g. Discuss breast feeding techniques and principles

Unit Objective:
Explain pediatric age-appropriate data collection and safe nursing care.

Learning Objectives
a. Describe child/adult physiological differences
b. Describe pediatric psychosocial considerations
c. Document pediatric age-appropriate data collection and immunizations
d. Discuss the hospitalized child and their families' holistic needs
e. Identify pediatric safety principles
f. Perform pediatric medication administration calculations
g. Discuss pediatric comfort measures

Unit Objective:
Describe pediatric physiological differences and common disorders of each body system.

Learning Objectives
a. Describe pediatric neurological/musculoskeletal disorders. nursing care
b. Describe pediatric respiratory/cardiovascular disorders/nursing care
c. Describe pediatric gastrointestinal/genitourinary disorders/nursing care
d. Describe pediatric endocrine disorders/nursing care
e. Describe communicable and infectious disease prevention
f. Describe the role of the nurse in health promotion
g. Discuss cultural and spiritual aspects of family health

Required texts:
ISBN: 9780323083775

ISBN: 9781437708240

Nursing Central App

Teaching/Learning Methods:
A variety of teaching/learning methods are utilized in the course including lecture/voice over recordings, case studies, discussions, proctored exams and open book/notes exams and quizzes, a group presentation, and nursing journal article critique.

Grading Information

Exams (72% of final grade)
- Reproductive/Pregnancy Unit Exam- 50 points
- Labor/Postpartum Unit Exam- 50 points
- Newborn Unit Exam- 25 points (Open book/notes Exam)
- Pediatric Wellness Unit Exam- 50 points
- Pediatric Variations Unit 1 Exam- 50 points
- Pediatric Variations Unit 2 Exam- 25 points (open book/notes Exam)

Assignments/Quizzes (28% of final grade)
- Childbirth Preparation Assignment- 10 points
- Postpartum Case Study- 25 points
- Pediatric Wellness Presentation- 20 points
- Pediatric Respiratory Case Study- 20 points
- Prenatal Care Quiz- 10 points
- Newborn Care Quiz- 10 points

* Assignments that demonstrate student learning outcome achievement are identified

Evaluation Grading Standard:
100-94%    A
93-86%    B
85-80%    C
79-75%    D
>74%    F

NO rounding of grades will occur on exams, assignments and final grades. The passing standard for all PNSG courses is 80% or a C letter grade.

Learners can monitor their progress throughout the semester by accessing the D2L gradebook. 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 choose to remain in a course they are failing for their ultimate learning benefit.
c. must realize they have not achieved a passing grade and will need to repeat the course in the future.

**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:**

  **Professional Conduct**

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

  Students are expected to be on time with submission of all required course activities- this includes all assignments, discussion board activities, and exams. In addition, active participation in any and all discussion board activities right from the start of the discussion is critical for all to gain the best possible experience with the discussion. Postings that occur just prior to the final due date/time do not provide your classmates with the opportunity to reflect and respond to your posting and definitely limit the quality of the overall discussion.

  General course questions should be posted within the “questions” discussion area found in the course so that all can benefit from your question and the instructor’s response. However, personal questions or concerns should be addressed with the instructor either by email (instructor will respond within 24 hours M-F) or by phone (during established office hours).

  An attitude of mutual respect is expected. This applies to the courtesy that 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.

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

  **Exams**

  Grades will be posted on-line as soon as grading has taken place, but within 10 days after the due date for each unit. The instructor will not begin grading assignments until the due date/time for the assignment has been reached. This allows the instructor to grade all papers at once for consistency.

  Your instructor welcomes the student’s questions at any time and would be pleased to discuss the grading of any assignments and or tests in person, over the phone, or via email, whichever means is preferred by the student. Grade feedback for any assignments submitted to the dropbox will be returned via the drop box.

- **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 that demonstrate outcome achievement are identified with an (*): Note, there are no outcome assignments in this course.
## Childbirth Preparation Assignment Grading Rubric
### PNSG 1208: Maternal Child Health

<table>
<thead>
<tr>
<th>Student Name</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Summary</td>
<td>No summary provided</td>
<td>Summary of content provides brief overview, limited explanation of content included within article</td>
<td>Summary of content provides concise overview of article</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critique/Personal Impression</td>
<td>No critique/personal impression provided</td>
<td>Critique/personal impression clearly identifies personal stance on quality of article and personal benefit for future role as a nurse</td>
<td>Critique/personal impression clearly identifies personal stance on quality of article and personal benefit for future role as a nurse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus on Childbirth Preparation</td>
<td>Topic of focus has no relation to assisting families to prepare for childbirth</td>
<td>Topic of focus has distant relation to assisting families to prepare for childbirth</td>
<td>Topic of focus directly relates to assisting families to prepare for childbirth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article Type</td>
<td>No journal used or non-credible source used</td>
<td>Journal article of discipline other than nursing</td>
<td>Nursing journal used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article Currency</td>
<td>Publication date greater than 7 years or unknown date</td>
<td>Publication date of article 5-7 years</td>
<td>Publication date of article current with date within past 5 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(10 possible points) Final Score
## Postpartum Case Study Grading Rubric

**PNSG 1208: Maternal Child Health**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification of primary nursing diagnosis or primary area of concern</strong></td>
<td>No problem area identified</td>
<td>Identifies problem area lacking support in given scenario</td>
<td>Identifies problem area of risk but not clearly substantiated given data provided in scenario</td>
<td>Identifies secondary problem area for apparent scenario, minimal evidence present to support this problem</td>
<td>Identifies secondary problem area apparent for scenario</td>
<td>Correctly identifies primary nursing diagnosis/diagnostic label according to NANDA or Correctly identifies primary problem area</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Identification of data from scenario provided that specifically supports/puts this patient at risk for this diagnosis</strong></td>
<td>No contributing factors for problem identified</td>
<td>Identifies minimum of 3 contributing factors for problem area lacking support in given scenario</td>
<td>Correctly identifies a minimum of 2 contributing factors or supporting data posing risk for patient development of secondary problem area in given scenario</td>
<td>Correctly identifies a minimum of 3 contributing factors or supporting data posing risk for patient development of secondary problem area in given scenario</td>
<td>Correctly identifies a minimum of 3 contributing factors or supporting data posing risk for patient development of priority problem area in given scenario</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Appropriate nursing interventions for primary area of concern</strong></td>
<td>No interventions identified</td>
<td>Identifies interventions that lack support in given scenario</td>
<td>Correctly identifies at least 1-2 appropriate nursing interventions for secondary area of concern with other interventions identified for care of a postpartum or post-op patient</td>
<td>Correctly identifies at least 3 interventions appropriate for care of patient with secondary problem area in given scenario</td>
<td>Correctly identifies at least 3 appropriate nursing interventions for primary area of concern with other interventions identified for care of a postpartum or post-op patient</td>
<td>Correctly identifies at least 3 appropriate nursing interventions for primary area of concern</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Pediatric Wellness Presentation Grading Rubric

PNSG 1208: Maternal Child Health

<table>
<thead>
<tr>
<th>Special precautions for primary area of concern</th>
<th>No precautions identified</th>
<th>Identifies precautions that lack support in given scenario</th>
<th>Correctly identifies at least 1-2 appropriate special precautions for secondary area of concern with other precautions identified for care of a postpartum or post-op patient</th>
<th>Correctly identifies at least 3 precautions appropriate for care of patient with secondary problem area in given scenario</th>
<th>Correctly identifies at least 1-2 appropriate special precautions for primary area of concern with other precautions identified for care of a postpartum or post-op patient</th>
<th>Correctly identifies at least 3 special precautions for primary area of concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional/Ongoing assessments for primary area of concern</td>
<td>No additional/ongoing assessments identified</td>
<td>Identifies additional/ongoing assessments that lack support in given scenario</td>
<td>Correctly identifies 1 additional/ongoing assessment for secondary problem area with other assessments identified for care of a postpartum or post-op patient</td>
<td>Correctly identifies at least 2 additional/ongoing assessments for secondary problem area in given scenario</td>
<td>Correctly identifies 1 additional/ongoing assessment for primary area of concern with other assessments identified for care of a postpartum or post-op patient</td>
<td>Correctly identifies at least 2 additional/ongoing assessments for primary area of concern</td>
</tr>
</tbody>
</table>

(25 possible points)  
Final Score

Student Name_____________________________

Student Group Names___________________________________________

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Points Earned</th>
<th>Instructor Comments</th>
</tr>
</thead>
</table>

109
<table>
<thead>
<tr>
<th>Student Name_________________________________</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>Sc</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pediatric Respiratory Case Study Grading Rubric</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PNSG Maternal</strong></td>
<td>Absence of thorough or accurate description of required areas</td>
<td>Brief description of some but not all of the required areas, lacked thorough representation of required areas</td>
<td>Brief description of all of the required areas, lacked thorough representation of required areas</td>
<td>Thorough and accurate description of some but not all of the required areas</td>
<td>Thoroughly and accurately described the service, eligibility and income guidelines, frequency of visits, and goals of the service/visits</td>
</tr>
<tr>
<td></td>
<td>Abse[nce of thorough or accurate description of required areas</td>
<td>Brief description of some but not all of the required areas, lacked thorough representation of required areas</td>
<td>Brief description of all of the required areas, lacked thorough representation of required areas</td>
<td>Thorough and accurate description of some but not all of the required areas</td>
<td>Thoroughly and accurately described services offered during each visit, who provides the service, how the service funded and at what/if any cost to the family</td>
</tr>
<tr>
<td></td>
<td>PowerPoint lacks images/diagrams or style of eye catching nature, lacks clarity or emphasis to main points. Length of PowerPoint inadequate in order to include required assignment components. No evidence of outside sources/references cited</td>
<td>PowerPoint includes template design only lacking additional images/diagrams or eye catching nature. Required length of 15-20 slides not met. Outside sources/references cited, but lacked appropriate APA formatting.</td>
<td>PowerPoint includes template design only lacking additional images/diagrams or eye catching nature. Stays within 15-20 slide length requirement. Outside sources/references cited in APA format and included in final slide</td>
<td>PowerPoint slides have a few additional images/diagrams that are eye catching and add clarity and emphasis to main points. Stays within 15-20 slide length requirement. Outside sources/references cited with minor errors of APA format on the final slide</td>
<td>PowerPoint slides are eye catching and include images/diagrams that add clarity and emphasis to main points. Stays within 15-20 slide length requirement. Outside sources/references cited in APA format and included in final slide</td>
</tr>
<tr>
<td></td>
<td>Presentation lacks organization and/or logical flow. No outside sources used</td>
<td>Minor errors with organization and logical flow of presentation. Integrates the use 1-2 outside sources</td>
<td>Minor errors with organization and logical flow of presentation. Integrates the use 3-4 outside sources</td>
<td>Organized presentation, flows logically. Integrates the use 3-4 outside sources</td>
<td>Organized presentation, flows logically. Integrates the use of a minimum of 5 outside sources</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1208: Child Health</td>
</tr>
<tr>
<td>Diagnosis</td>
<td>Unrelated diagnosis/problem area or no response provided</td>
<td>Identifies an appropriate but secondary diagnosis or problem area based upon the scenario provided</td>
<td>Correctly identifies the most likely medical diagnosis or priority problem area given the scenario provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential Risk Factors</td>
<td>Absence of accuracy in identification of potential risk factors or no response provided</td>
<td>Accurately identifies a 1-2 potential risk factors for development of the problem area</td>
<td>Accurately identifies a minimum of 3 potential risk factors for development of the problem area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medications</td>
<td>Absence of accuracy in identification of alternative medication or no response provided</td>
<td>Accurately identifies 1 alternative medications commonly used to treat the priority problem area</td>
<td>Accurately identifies at least 2 alternative medications commonly used to treat the priority problem area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Overview</td>
<td>Inaccuracy of description and range of normal for each component or no response provided</td>
<td>Accurately describes each of the WBC components/indices but omission of or incorrect range of normal or Accurate inclusion of range of normal for each component/indices but omission of inclusion of or incorrect description.</td>
<td>Accurately outlines each of the WBC components/indices with both a description of the component and identification of the range of normal for each particular value.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of Infection</td>
<td>No response provided</td>
<td>Inaccuracy in identification of nature of infection. Absence of thoughtful consideration of scenario provided.</td>
<td>Accurately identifies exact nature of/type of infection based upon analysis of scenario provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age related considerations</td>
<td>Absence of identification of appropriate considerations for scenario of focus or no response provided.</td>
<td>Correctly identifies at 1-2 pediatric considerations that predispose this population to development of the problem area of focus.</td>
<td>Correctly identifies at least 3 pediatric considerations that predispose this population to development of the problem area of focus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susceptibility</td>
<td>Incorrect comparison of bottle-feeding to breastfeeding in identification of benefits for prevention of problem area of focus or no response provided</td>
<td>Correctly identifies 1 known benefit of breastfeeding in comparison to bottle-feeding that decreases the risk for development of the problem area of focus.</td>
<td>Correctly identifies at least 2 known benefits of breastfeeding in comparison to bottle-feeding that decrease the risk for development of the problem area of focus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of WBC Indices</td>
<td>Absence of identification of appropriate causes/potential problems that result in an elevation of the eosinophil count or no response provided.</td>
<td>Correctly identifies 1 known causes/potential problems that result in an elevation of the eosinophil count</td>
<td>Correctly identifies at least 2 known causes/potential problems that result in an elevation of the eosinophil count</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acetaminophen Dosage Calculation</td>
<td>Inaccurate final calculated dosage provided with response that displays omission of calculation steps used to reach final calculated dose or no response provided.</td>
<td>Response displays each calculation step in detail used to reach final calculated dose but reflects inaccuracy of final calculated dosage.</td>
<td>Response displays each calculation step in detail used to reach final calculated dose and reflects accuracy of final calculated dosage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zofran Dosage Calculation</td>
<td>Inaccurate final calculated dosage provided with response that displays omission of calculation steps used to reach final calculated dose or no response provided.</td>
<td>Response displays each calculation step in detail used to reach final calculated dose but reflects inaccuracy of final calculated dosage.</td>
<td>Response displays each calculation step in detail used to reach final calculated dose and reflects accuracy of final calculated dosage.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Points (out of 20) |   |   |   |
School of Nursing  
Northwest Technical College  
Syllabus: Transition to Practice, PNSG 1170 (1 lect/0 lab)  
Semester

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

Course Description:

This course facilitates the transition of the student to the role of an LPN. Concepts related to leadership and management, career development, and the importance of practicing according to state regulations and statutes for the scope of practice for the LPN.

Prerequisites: PNSG 1100 Foundations; PNSGG 1110 Care of Older Adult; PNSG 1120 Pharmacology, PNSG 1125 Clinical I, BIOL 2252A & P I
Pre/Co: BIOL 2254 A & P II, PSYC 2201 Developmental Psych
Co-Requisites: PNSG 1160 Nursing Care of Women/Newborn/Children; PSNG 1180 Psychosocial; PNSG 1185 Clinical II, PNSG 1150 Nursing Care of the Adult

NTC Core Competencies addressed:
A. Demonstrate effective communication/interaction skills.
B. Demonstrate career/computation skills.
C. Demonstrate self-development skills.

Program Outcomes/Student Learning Outcomes:

PROFESSIONAL INTEGRITY AND BEHAVIORS: The practical nursing graduate will demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent PN.

MANAGING CARE: The practical nursing graduate will manage care through planning, organizing and assigning aspects of care to UAP’s and LPN’s under the direction of a RN or other licensed Health Care Provider.

TEAMWORK AND COLLABORATION: The practical nursing graduate will participate as a member of the interprofessional team collaborating and communicating with other health care providers to promote safe, quality, patient centered care.

Course Objectives:
The student will:

1. PROFESSIONAL INTEGRITY AND BEHAVIORS: Develop a plan which includes strategies and resources to demonstrate the importance of seeking lifelong, continuous learning for one’s self as a LPN.

2. TEAMWORK AND COLLABORATION: Describe and role play building consensus and resolving conflict.

3. MANAGING CARE: Analyze the skills needed in assigning and monitoring tasks/activities to UAP’s and in assigning tasks/activities to LPN’s and maintain accountability of nursing care assigned to others.

Required texts:


**Teaching/Learning Methods:**
9. Lecture  
10. Demonstration  
11. Group work  
12. Printed resources  
13. Online resources

**Grading Information**
100% of course grade comes from assignments and class participation.

6. *Code of Ethics Assessment*  
7. Document it Right  
8. *Strengths Finder Assignment*  
9. Reflective journaling  
10. Professional Identity assignment

---

**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.
- **Schedule** – See course calendar  
- List of topics covered  
- Readings and other assignments due  
- Dates linked to information listed above  
- Dates of vacations or when class will not be held  
- Assignments that demonstrate outcome achievement are identified

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

*Outcome Assignment – Level 1 – Teamwork and Collaboration*

**Assignment:** *Strengths Finder 2.0*
Assignment Guidelines:

2. After reading Part I, each learner will look up their unique access code in the back of the book and access the web site and the online assessment. Allow 30-40 minutes of time to complete the assessment though it may not take you that long. You will want to be in an environment where you can put thoughtful consideration into each of your responses for the most accurate and beneficial results. You want a true picture of your strengths when you are done.

3. Following your exam, you may examine your results anytime by going to https://strengths.gallup.com/signin/ and entering your login information (created when you tested). In the “My Dashboard” area, under “StrengthsFinder 2.0 Book,” click on “Reports” and click on the “Strengths Insight Guide (Brief) view as PDF.”

4. Save the PDF to your hard drive then upload it to the appropriate D2L dropbox.

5. Print and read through your results. Mark up the report by highlighting the key words or phrases that have particular meaningfulness to you. Bring this report with you to class when we will discuss these results.

6. Add your Top Five Strengths to your eFolio along with a brief definition of each strength to help identify who you are and the strengths that are uniquely yours.

Grading Rubric:

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Possible Points</th>
<th>Assigned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows evidence of certificate from Strength’s Finders</td>
<td>Fails to show evidence of certificate from Strength’s Finders</td>
<td></td>
</tr>
<tr>
<td>5 points</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td>Followed the Assignment Guidelines</td>
<td>Fails to show evidence of following assignment guidelines</td>
<td></td>
</tr>
<tr>
<td>3 points</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td>submitted by date due</td>
<td>not submitted by due date</td>
<td></td>
</tr>
<tr>
<td>2 points</td>
<td>0 points</td>
<td></td>
</tr>
</tbody>
</table>

10 point max

Point Conversion Scale
<table>
<thead>
<tr>
<th>10 pts</th>
<th>100%</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 pts</td>
<td>90%</td>
<td>B</td>
</tr>
<tr>
<td>8 pts</td>
<td>80%</td>
<td>C</td>
</tr>
<tr>
<td>≤ 7 pts</td>
<td>≤ 70%</td>
<td>F</td>
</tr>
</tbody>
</table>

*Outcome assignment – Level 2 – Professional Integrity and Behaviors

Assignment: Code of Ethics Assessment

Outcome: Professional Identity/Behavior

<table>
<thead>
<tr>
<th>Student Learning Outcome(s)</th>
<th>Ethical Comportment Journal: Professional Identify and Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Author: Sue Field DNP, RN, CNE</td>
</tr>
<tr>
<td></td>
<td>Put X in box to correspond with the SLO (s)</td>
</tr>
<tr>
<td></td>
<td>Put X in box to correspond with the Competency (s)</td>
</tr>
<tr>
<td></td>
<td>Knowledge/Practice/Ethical Comportment</td>
</tr>
<tr>
<td></td>
<td>K</td>
</tr>
<tr>
<td>Patient Relationship</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>Centered Care</td>
<td>Nursing Process</td>
</tr>
<tr>
<td>Informatics/Technology</td>
<td>Documentation</td>
</tr>
<tr>
<td>Nursing Judgment/Evidence</td>
<td>Prioritization</td>
</tr>
<tr>
<td>Based care</td>
<td>Nursing Judgment</td>
</tr>
<tr>
<td>Professional Identify and</td>
<td>Professionalism</td>
</tr>
<tr>
<td>behaviors</td>
<td>Ethical/Legal</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>Patient Care Concerns</td>
</tr>
<tr>
<td>Safety</td>
<td>Patient Complications</td>
</tr>
<tr>
<td>Teamwork and Collaboration</td>
<td>Communication</td>
</tr>
<tr>
<td>Managing Care</td>
<td>Managing Care</td>
</tr>
<tr>
<td></td>
<td>Assign/Monitor</td>
</tr>
</tbody>
</table>

Where should this assignment be used:

<table>
<thead>
<tr>
<th>Where should this assignment be used:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>X</td>
</tr>
<tr>
<td>Clinical Setting</td>
<td>X</td>
</tr>
<tr>
<td>Independent Study</td>
<td>X</td>
</tr>
<tr>
<td>Online/Web Based</td>
<td>x</td>
</tr>
<tr>
<td>Skills Lab</td>
<td></td>
</tr>
<tr>
<td>Simulation</td>
<td></td>
</tr>
</tbody>
</table>
Revised from Linda Caputi © (What type of assignment is this?)

<table>
<thead>
<tr>
<th>Patient Care Assignment</th>
<th>Non Patient Care Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patient Care</strong></td>
<td><strong>Thinking Focused</strong></td>
</tr>
<tr>
<td>The assignments are related to the student while providing patient care in the clinical setting. Example: Concept mapping care for one or multiple patients.</td>
<td>Assignments encourages critical thinking and clinical reasoning and teaches students to think like a nurse.</td>
</tr>
<tr>
<td><strong>Patient Focused</strong></td>
<td><strong>Systems Focused</strong></td>
</tr>
<tr>
<td>The student focuses on specific aspects of patient care such as safety, falls, diabetes, other diseases, etc.</td>
<td>Assignments help the student understand the clinical world, the nurse’s work therein, and the effect of the system on the nurse and the patient. Example: How the system completes medication administration from order to delivery to patient.</td>
</tr>
</tbody>
</table>

Assignment:

<table>
<thead>
<tr>
<th>Competencies measured in this assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFESSIONAL IDENTITY AND BEHAVIOR - ETHICAL/LEGAL COMPETENCY:</strong></td>
</tr>
<tr>
<td>Explain (K), demonstrate (P), and value (E) nursing care within ethical, legal, regulatory frameworks and within the scope of practice for the LPN.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL IDENTITY AND BEHAVIOR - PROFESSIONALISM:</strong></td>
</tr>
<tr>
<td>Describe (K), demonstrate (P), and accept (E) responsibility for personal integrity, professional boundaries, professional behaviors and lifelong learning.</td>
</tr>
</tbody>
</table>

Reflective Journaling allows you as a student to reflect or “think” about the importance of the competencies you are developing within the PN program. The following reflective journal will allow you to “reflect on” or “think about” the value of professional behavior and ethical and legal issues in your career as a LPN.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFESSIONAL IDENTITY AND BEHAVIOR - ETHICAL/LEGAL COMPETENCY: Ethical Comportment</strong></td>
<td>1. Explain the value to you as a future LPN to practice ethically in your place of work? What does it mean to provide ethical care? Give 2 examples of your providing ethical care to a patient.</td>
</tr>
<tr>
<td>2. Explain the value to you as a future LPN in practicing legally in your place of work? What does it mean to provide care within the limits of the law?? Give 2 examples of your providing care under legal frameworks.</td>
<td></td>
</tr>
<tr>
<td>3. Explain the value to you personally of providing care within the scope of practice for the PN? Give at least 2 reasons why the is important to you.</td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONAL IDENTITY AND BEHAVIOR – PROFESSIONALISM: Ethical Comportment</strong></td>
<td>4. What is personal integrity, and how do you demonstrate integrity in your practice as a PN</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5.</td>
<td>What are professional boundaries and how do you demonstrate maintaining professional boundaries in your work as a PN student? Give at least 2 examples.</td>
</tr>
<tr>
<td>6.</td>
<td>What is professional behavior and how do you demonstrate professional behavior in your practice as a PN student? Give at least 2 examples.</td>
</tr>
<tr>
<td>7.</td>
<td>Why is lifelong learning important for LPN’s and what are your plans to maintain lifelong learning in nursing? Give 2 examples.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Satisfactory (__ point each)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ethical 1.</td>
<td>Answer reflects a personal, honest, and thoughtful response to the ethical practice. Gives 2 examples.</td>
</tr>
<tr>
<td>Legal 2.</td>
<td>Answer reflects a personal, honest, and thoughtful response to legality in the work place. Gives 2 examples of legal frameworks.</td>
</tr>
<tr>
<td>Scope of practice 3.</td>
<td>Answer reflects a personal, honest, and thoughtful response to the PN scope of practice with 2 reasons for following.</td>
</tr>
<tr>
<td>Personal Integrity 4.</td>
<td>Answer reflects a personal, honest, and thoughtful response to personal integrity with 2 examples given.</td>
</tr>
<tr>
<td>Professional Boundaries 5.</td>
<td>Answer reflects a personal, honest, and thoughtful response to professional boundaries and 2 examples.</td>
</tr>
<tr>
<td>Professional Behavior 6.</td>
<td>Answer reflects a personal, honest, and thoughtful response to professional behavior and gives 2 examples.</td>
</tr>
<tr>
<td>Lifelong learning 7.</td>
<td>Answer reflects knowledge of lifelong learning. Has identified 2 ways to maintain lifelong learning.</td>
</tr>
</tbody>
</table>

Points

Total Points:
School of Nursing
Northwest Technical College
Syllabus: PNSG 1180 Psychosocial Nursing, 2 credits (2 lect/0 lab)

Semester:

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

Course Description:
Psychosocial nursing care focuses on the care of patients with psychiatric and behavioral disorders. Emphasis is placed on common psychiatric and behavioral disorders as well as promoting and maintaining the mental health of individuals.

Prerequisites:
Nursing Assistant and satisfactory Accuplacer scores or satisfactory completion of college readiness courses
PreRequisites: PNSG 1100 Foundations; PNSGG 1110 Care of Older Adult; PNSG 1120 Pharmacology, PNSG 1125
Clinical I, BIOL 2252A & I
Pre/Co: BIOL 2254 A & P II, PSYC 2201 Developmental Psych
Co-Requisites: PNSG 1160 Nursing Care of Women/Newborn/Children; PNSG 1150 Nursing Care of Adults, PNSG 1170 Transition to Practice; PSNG 1185 Clinical II

NTC Core Competencies addressed:
Demonstrate effective communication/interaction skills.
Demonstrate global/environmental perspective.
Demonstrate self-development skills.

Program Outcomes/Student Learning Outcomes:
PATIENT/RELATIONSHIP CENTERED CARE: The practical nursing graduate demonstrates effective communication skills while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of individual patients across the lifespan.

NURSING JUDGMENT/EVIDENCE BASED CARE: The practical nursing graduate will utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, and promoting the health of the individual patients across the lifespan.

PROFESSIONAL IDENTITY AND BEHAVIOR: The practical nursing graduate will demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent PN.

Course Objectives:
The student will:

PATIENT/RELATIONSHIP CENTERED CARE: Organize data to contribute to individualized plans of care for patients with psychiatric or behavioral disorders.

NURSING JUDGMENT/EVIDENCE BASED CARE: Analyze (potential/actual) patient complications and interventions from an established plan of care to implement for patients with psychiatric or behavioral behaviors and report changes to the appropriate health care provider.

PROFESSIONAL IDENTITY AND BEHAVIOR: Analyze ethical and legal implications related to the care of patient with psychiatric or behavioral disorders.

Required texts:
Elsevier-Mosby e-book – TBA
ISBN: 9780323083775
Nursing Central App
Teaching/Learning Methods:
10. PowerPoint
11. Printed resources
12. Lecture
13. Online resources
14. Group activities
15. Case studies
16. Discussion Board
17. Written assignments
18. Exams
19. ATI learning modules

Grading Information
Assignments will be worth 30% of grade
Unit Exams/Quizzes, ATI assessments will be worth 70% of grade
1. Unit specific Exams, quizzes, and ATI assessments to evaluate concepts and content under study
2. Classroom participation
3. Unit assignments specific to concepts and content under study
4. Case studies relevant to concept and content under study
5. Critical thinking activities relevant to concept and content under study
11. Discussion Question

Evaluation Grading Standard:
100-94%   A  
93-86%     B  
85-80%     C  
79-75%     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 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.

Learners can monitor their progress throughout the semester by accessing the D2L gradebook. Course instructors are available by appointment to discuss course grades throughout the semester.

Learners who are performing below passing standards:
- may drop the course if this will benefit the learner’s efforts to be successful in other academic courses.
- may choose to remain in a course they are failing for their ultimate learning benefit.
- must realize they have not achieved a passing grade and will need to repeat the course in the future.
Additional Course Policies:

Professional Conduct

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

Students are expected to be on time with submission of all required course activities - this includes all assignments, discussion board activities, and exams. In addition, active participation in any and all discussion board activities right from the start of the discussion is critical for all to gain the best possible experience with the discussion. Postings that occur just prior to the final due date/time do not provide your classmates with the opportunity to reflect and respond to your posting and definitely limit the quality of the overall discussion.

An attitude of mutual respect is expected. This applies to the courtesy that 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.

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

Exams

Grades

Grades will be posted on-line as soon as grading has taken place, but within 10 business days after the due date for each unit. The instructor will not begin grading assignments until the due date/time for the assignment has been reached. This allows the instructor to grade all papers at once for consistency.

Your instructor welcomes the student’s questions at any time and would be pleased to discuss the grading of any assignments and or tests in person, over the phone, or via email, whichever means is preferred by the student.

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 with English as a second language:

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.

Sarah Plahn is in Room 211 (inside the library); telephone number is 333-6650; e-mail is sarah.plahn@NTCmn.edu

Schedule – See course calendar to see list of topics covered, readings and other assignments due.

List of topics covered

Readings and other assignments due

Dates linked to information listed above

Dates of vacations or when class will not be held

Assignments that demonstrate outcome achievement are identified

Guidelines and Grading Criteria (Rubrics) For Course Assignments that demonstrate outcome achievement are identified with an (*): Note, there are not outcome assignments in this course.
Course Description:
Clinical II provides the student an opportunity to apply nursing judgment using evidence based care, critical thinking and clinical judgment to implement safe, patient/relationship centered care to patients across the lifespan. The clinical student reflects on the value of patient centered care, teamwork and collaboration, informatics, quality improvement, safety, managing care, and nursing judgment/evidence based care in his/her career as a LPN.

PreRequisites: PNSG 1100 Foundations; PNSGG 1110 Care of Older Adult; PNSG 1120 Pharmacology, PNSG 1125 Clinical I, BIOL 2252A & P I
Pre/Co: BIOL 2254 A & P II, PSYC 2201 Developmental Psych
Co-Requisites: PNSG 1160 Nursing Care of Women/Newborn/Children; PNSG 1170 Transition to Practice; PSNG 1180 Psychosocial; PNSG 1150 Nursing Care of the Adult

NTC Core Competencies addressed:
Demonstrate effective communication/interaction skills.
Demonstrate thinking/active learning skills.
Demonstrate career/computation skills.
Demonstrate technology skills.
Demonstrate global/environmental perspective.
Demonstrate self-development skills.

Program Outcomes/Student Learning Outcomes:

PATIENT/RELATIONSHIP CENTERED CARE: The practical nursing graduate demonstrates effective communication skills while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of individual patients across the lifespan.

INFORMATICS/TECHNOLOGY: The practical nursing graduate will utilize information technology in the health care setting.

NURSING JUDGEMENT/EVIDENCE BASED CARE: The practical nursing graduate utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, and promoting the health of individual patients across the lifespan.

QUALITY IMPROVEMENT: The practical nursing graduate will participate in quality improvement by providing input into the development of policies and procedures and effectively using resources to achieve patient outcomes.

MANAGING CARE: The practical nursing graduate will manage care through planning, organizing and assigning aspects of care to UAP’s and LPN’s under the direction of an RN or other licensed Health Care Provider.

SAFETY: The practical nursing graduate will recognize and report changes and response to interventions to a RN or the appropriate licensed health care provider while providing a safe environment for patients, self, and others.

PROFESSIONAL IDENTITY AND BEHAVIOR: The practical nursing graduate will demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent PN.

TEAMWORK AND COLLABORATION: The practical nursing graduate will participate as a member of the interprofessional team collaborating and communicating with other health care providers to promote safe, quality, patient centered care.

Course Objectives:
The student will:

INFORMATICS/TECHNOLOGY: Consistently maintain confidentiality and value the ramifications associated with accurate documentation of patient care.

INFORMATICS/TECHNOLOGY: Examine and value reliable resources that support evidence based patient care, decrease reliance on memory and enhance competency within the practice setting.

MANAGING CARE: Demonstrate managing care and accept accountability in assigning nursing tasks/activities to other LPN’s and assigning and monitoring of nursing tasks/activities assigned to UAP’s to achieve patient care goals.

NURSING JUDGMENT/EVIDENCE BASED CARE: Prioritize care and value evidence in determining rationale for one’s prioritization of nursing judgments across the lifespan.

NURSING JUDGMENT/EVIDENCE BASED CARE & SAFETY: Demonstrate nursing judgment when selecting appropriate and prioritized interventions, monitoring the patients’ response to nursing interventions and evaluating one’s responsibility to report change across the lifespan.

PATIENT/RELATIONSHIP-CENTERED CARE: Compare, contrast, and value individualized holistic plans of care for patients across the lifespan.

PATIENT/RELATIONSHIP-CENTERED CARE: Integrate the patient's experience, culture, and knowledge of his/her own health into established teaching plans.

PROFESSIONAL IDENTITY AND BEHAVIORS: Demonstrate and value personal integrity, professional behaviors, professional boundaries, and lifelong learning.

QUALITY IMPROVEMENT: Provide input and appreciate quality improvement methods used to develop or revise policies/procedures and effectively use resources to support organizational outcomes.

SAFETY: Analyze one's responsibility to prevent actual/potential patient complications, demonstrate safe nursing practice, and follow the national patient safety goals.

TEAMWORK AND COLLABORATION: Demonstrate the value of teamwork and collaboration by building consensus and resolving conflicts when interacting with the inter-professional team.

PATIENT/RELATIONSHIP-CENTERED CARE: Evaluate one's communication skills and cultural sensitivity when working with diverse patients across the lifespan.

TEAMWORK AND COLLABORATION: Demonstrate the value of teamwork and collaboration by building consensus and resolving conflicts when interacting with the inter-professional team.

**Required texts:**
Nursing Central phone app.

**Teaching/Learning Methods:**
1. Demonstration
2. Discussion
3. Printed Resources
4. Online Resources
5. Group Activities
6. Active learning at an approved clinical site
7. Simulation
8. Role model
9. Mentoring
10. Feedback on evaluations
11. Facilitate self-evaluation and reflection
12. Concept Maps

Grading Information
Total points for clinical will be 300 points.
85% of grade comes from clinical performance - 250 points

- See clinical grading rubric below.

15% of grade comes from clinical Outcome Assignments – 50 points (5 assignments worth 10 points each)
- Outcome assignment #1: Quality Improvement Assignment
- Outcome assignment #2: Diversity Tool
- Outcome assignment #3: Data mining in the EHR
- Outcome assignment #4: Prioritization of Care for Multiple Patients
- Outcome assignment #5: Teamwork Journal

Students MUST receive a passing grade in their clinical performance to pass the course.

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 with English as a second language:
    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.
    - Sarah Plahn is in Room 211(inside the library); telephone number is 333-6650; e-mail is sarah.plahn@NTCmn.edu
  - Schedule – See course calendar/clinical schedule
    - List of topics covered
    - Readings and other assignments due
    - Dates linked to information listed above
    - Dates of vacations or when class will not be held
    - Assignments that demonstrate outcome achievement are identified

Guidelines and Grading Criteria (Rubrics) For Course Assignments that demonstrate outcome achievement are identified with an (*):

<table>
<thead>
<tr>
<th>Title</th>
<th>Diversity Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

125
<table>
<thead>
<tr>
<th>Author</th>
<th>Linda Caputi ©</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcome(s)</strong></td>
<td><strong>Put X in box to correspond with the SLO (s)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Patient Relationship Centered Care</td>
</tr>
<tr>
<td></td>
<td>Informatics/Technology</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nursing Judgment/Evidence Based care</td>
</tr>
<tr>
<td></td>
<td>Professional Identify and behaviors</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quality Improvement</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safety</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teamwork and Collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing Care</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Where should this assignment be used:**

- Classroom
- Clinical Setting: x
- Independent Study
- Online/Web Based
- Skills Lab
- Simulation

**Revised from Linda Caputi © (What type of assignment is this?)**

<table>
<thead>
<tr>
<th>Patient Care Assignment</th>
<th>Thinking Focused</th>
<th>Patient Focused</th>
<th>Systems Focused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Care</td>
<td>Assignments encourage critical thinking and clinical reasoning and teaches students to think like a nurse.</td>
<td>The student focuses on specific aspects of patient care such as safety, falls, diabetes, other diseases, etc.</td>
<td>Assignments help the student understand the clinical world, the nurse’s work therein, and the effect of the system on the nurse and the patient. Example: How the system completes medication administration from order to delivery to patient.</td>
</tr>
<tr>
<td>Thinking Focused</td>
<td>The assignments are related to the student while providing patient care in the clinical setting. Example: Concept mapping care for one or multiple patients.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

x | x

126
Assignment: Diversity

**Competencies measured in this assignment:**

**PATIENT/RELATIONSHIP CENTERED CARE - COMMUNICATION SKILLS COMPETENCY**

Describe (K), demonstrate (P), and value (E) self-awareness, cultural sensitivity, and caring effective communication with patients and families.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date. What is your patient’s:</strong></td>
<td>List 3 behaviors typically associated with this culture, religion, and development level.</td>
<td>List 3 HEALTH behaviors typically associated with this culture, religion, and developmental level.</td>
<td>What 3 behaviors does your patient display that are the same as those listed in column 1 and 2?</td>
<td>What 3 behaviors does your patient display that are not consistent with those listed in column 1 and 2?</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Developmental Level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PATIENT/RELATIONSHIP CENTERED CARE - COMMUNICATION SKILLS COMPETENCY

#### Rubric for Grading Diversity

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory (__ points each)</th>
<th>Needs Improvement (__ points each)</th>
<th>Unsatisfactory (__ points each)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviors</strong></td>
<td>Lists at least 3 behaviors and documents source of information.</td>
<td>Lists 1-2 behaviors and documents source of information.</td>
<td>Unable to list behaviors.</td>
</tr>
<tr>
<td><strong>HEALTH behaviors</strong></td>
<td>Lists at least 3 HEALTH behaviors and documents source of information.</td>
<td>Lists only 1-2 HEALTH behaviors and documents source of information.</td>
<td>Unable to list any health behaviors.</td>
</tr>
<tr>
<td><strong>Assess patient</strong></td>
<td>Assesses patient and able to identify at least 3 behaviors that are either the same or different.</td>
<td>Assesses patient and able to identify only 1-2 behaviors the patient displays that are either the same or different.</td>
<td>Unable to identify behaviors the patient displays that are either the same or different.</td>
</tr>
<tr>
<td><strong>Considerations for Nursing Interventions</strong></td>
<td>Able to identify at least 3 factors to consider when planning patient care.</td>
<td>Able to identify at least 1-2 factors considered when planning patient care.</td>
<td>Unable to identify factors to consider when planning patient care.</td>
</tr>
<tr>
<td><strong>Points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised from Linda Caputi © 2010

---

- **Information and Technology and Nursing Judgment/Evidence Based Care, Level 2,**

Outcome Assignment: Data Mining in the EHR

<table>
<thead>
<tr>
<th>Title</th>
<th>DATA MINING IN THE EHR: AN ACTIVITY FOR BEGINNING STUDENT NURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Revised from QSEN Website</td>
</tr>
<tr>
<td></td>
<td>Author: Daniela Eichelberger, RN, MSN CPHQ</td>
</tr>
<tr>
<td></td>
<td>Title: Clinical Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Institution: Columbia College of Nursing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcome(s)</th>
<th>Put X in box to correspond with the SLO(s)</th>
<th>Put X in box to correspond with the Competency(s)</th>
<th>Knowledge/Practice/Ethical Comportment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Knowledge/Practice/Ethical Comportment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>K</td>
<td>P</td>
</tr>
<tr>
<td>Patient Relationship Centered Care</td>
<td>Communication Skills</td>
<td>Nursing Process</td>
<td>Learning Needs</td>
</tr>
<tr>
<td>Informatics/Technology</td>
<td></td>
<td>Prioritization</td>
<td>x</td>
</tr>
<tr>
<td>Nursing Judgment/Evidence Based care</td>
<td>Professional Identify and behaviors</td>
<td>Professionalism</td>
<td>Ethical/Legal</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td></td>
<td>Safety</td>
<td>Teamwork and</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe Nursing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork and</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignment: DATA MINING IN THE EHR: AN ACTIVITY FOR BEGINNING STUDENT NURSES

Competencies measured in this assignment:

INFORMATICS - DOCUMENTATION / CONFIDENTIALITY COMPETENCY:
Identify (K), demonstrate (P), and appreciate (E) the use of information technology to accurately document patient care while consistently safeguarding confidential health information.

NURSING JUDGMENT/EVIDENCE BASED CARE-NURSING JUDGMENT COMPETENCY:
Identify (K), use (P), and appreciate (E) evidence based care when conducting a focused assessment, choosing nursing interventions within a plan of care, monitoring, and reporting changes in the individualized patient's condition across the lifespan.

Name: __________________________ Date: __________________________

INFORMATICS - DOCUMENTATION / CONFIDENTIALITY COMPETENCY:
1. Locate the following information in the patient’s electronic health record
   DO NOT PRINT any of the information from the EHR! Transcribe it below.

   • Tended temperature over the past five days, or length of admission if shorter.
   • Tended pulse over the past five days, or length of admission if shorter.
   • Tended blood pressure over the past five days, or length of admission if shorter.
   • Tended pain level over the past five days, or length of admission if shorter.

<table>
<thead>
<tr>
<th>Date</th>
<th>Temp</th>
<th>Pulse</th>
<th>BP</th>
<th>Pain level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Identify the patient’s primary admission diagnosis
   Identify any relevant co-morbidities (maximum 3)
   1.
   2.
   3.

3. Find the lab values that would be important for this patient. (maximum 3)
   Why are these lab values important to for this patient?

<table>
<thead>
<tr>
<th>Date</th>
<th>Lab test 1</th>
<th>Result</th>
<th>Lab test 2</th>
<th>Result</th>
<th>Lab test 3</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. What do you see as the relationship between the trended data and the patient’s admission diagnosis?

5. How did the trended data affect the decisions
you made about the patient care you provided.
# Rubric for Grading EHR assignment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory (___ points each)</th>
<th>Needs Improvement (___ points each)</th>
<th>Unsatisfactory (___ points each)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trended Data</strong></td>
<td>Correctly documented the trended information for the past 5 days.</td>
<td>Documented the trended information but was not complete and accurate. Needs occasional cues and supports.</td>
<td>Unable to document the trended information without multiple supports and cues.</td>
</tr>
<tr>
<td><strong>Dx</strong></td>
<td>Correctly lists the admission diagnosis and the co-morbidities that were relevant to the admission diagnosis.</td>
<td>Lists the admission diagnosis but some of the co-morbidities listed are not relevant to the admission diagnosis.</td>
<td>Lists the admission diagnosis but does not list any co-morbidities.</td>
</tr>
<tr>
<td><strong>Lab</strong></td>
<td>Identifies labs results that are important to the patient’s diagnosis, identifies the value of having the lab results and the significance of the findings.</td>
<td>Identifies labs results that are important to the patient’s diagnosis, identifies the value of having the lab results and the significance of the findings but needs multiple cues and supports.</td>
<td>Identifies lab results for the patient but the results do not relate to the diagnosis. Unable to identify the value of having the lab results and the significance of the findings.</td>
</tr>
<tr>
<td><strong>Focused assessment</strong></td>
<td>Able to identify a focused assessment and the relationship between trended data and diagnosis.</td>
<td>Needs supporting cues to identify a focused assessment and the relationship between the trended data and diagnosis.</td>
<td>Unable to identify a focused assessment between the data and diagnosis.</td>
</tr>
<tr>
<td><strong>Pt. Care</strong></td>
<td>Able to identify how the trended data affected care given to the patient.</td>
<td>Needed supporting cues to identify how the trended data affected care given to the patient.</td>
<td>Unable to identify how the data affected care given to the patient.</td>
</tr>
<tr>
<td><strong>Points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions | Answers
---|---

Grading Rubric

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Satisfactory (___ points each)</th>
<th>Needs Improvement (___ points each)</th>
<th>Unsatisfactory (___ points each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Teamwork and Collaboration, Level 2, Outcome Assignment, Teamwork Journal*

<table>
<thead>
<tr>
<th>Title</th>
<th>Teamwork Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Revised from Linda Caputi © by Sue Field DNP, RN, CNE</td>
</tr>
<tr>
<td>Put X in box to correspond with the SLO (s)</td>
<td></td>
</tr>
<tr>
<td>Patient Relationship Centered Care</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>Informatics/Technology</td>
<td>Documentation</td>
</tr>
<tr>
<td>Nursing Judgment/Evidence Based care</td>
<td>Prioritization</td>
</tr>
<tr>
<td>Professional Identify and behaviors</td>
<td>Professionalism</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>Ethical/Legal</td>
</tr>
<tr>
<td>Safety</td>
<td>Patient Care Concerns</td>
</tr>
<tr>
<td>Teamwork and Collaboration</td>
<td>Systems</td>
</tr>
<tr>
<td>Managing Care</td>
<td>Patient Complications</td>
</tr>
<tr>
<td>Where should this assignment be used:</td>
<td>Classroom</td>
</tr>
<tr>
<td>Clinical Setting</td>
<td>Independent Study</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>

**Revised from Linda Caputi © (What type of assignment is this?)**

<table>
<thead>
<tr>
<th>Patient Care Assignment</th>
<th>Thinking Focused Assignments</th>
<th>Patient Focused</th>
<th>Systems Focused Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assignments are related to the student while providing patient care in the clinical setting. Example: Concept mapping care for one or multiple patients.</td>
<td>Assignments encourages critical thinking and clinical reasoning and teaches students to think like a nurse.</td>
<td>The student focuses on specific aspects of patient care such as safety, falls, diabetes, other diseases, etc.</td>
<td>Assignments help the student understand the clinical world, the nurse’s work therein, and the effect of the system on the nurse and the patient. Example: How the system completes medication administration from order to delivery to patient.</td>
</tr>
</tbody>
</table>
**Assignment: Teamwork Journal**

**Competencies measured in this assignment:**

**TEAMWORK AND COLLABORATION - COMMUNICATION SKILLS COMPETENCY:**

Describe (K), display (P), and value (E) effective communication skills including the responsibility to report to appropriate health care personnel when working with members of the interprofessional teams.

Students will complete this assignment during 6 clinical days. If a satisfaction rating is obtained by the end of the 6 clinical days, the student will no longer be required to complete this assignment. If still needing improvement, student will complete a quality improvement plan to work on to meet satisfactory scoring by the end of the semester. Student will continue to evaluate these techniques for another 6 clinical days then reevaluate achievement with clinical instructor.

<table>
<thead>
<tr>
<th>Date</th>
<th>Team Members</th>
<th>Evaluation</th>
<th>Reporting</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Today I talked with ___ members of the health care team.</td>
<td>What went right/what went wrong. List at least 2 ways to improve future interactions listing specific communication techniques.</td>
<td>Today I reported to _____ about _____ using SBAR.</td>
<td>What went right/What went wrong. Identify at least 2 ways to improve the reporting.</td>
</tr>
</tbody>
</table>
# Teamwork Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory (points each)</th>
<th>Needs Improvement (points each)</th>
<th>Unsatisfactory (points each)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teamwork</strong></td>
<td>Clearly describes communication between self and other members of the health care team.</td>
<td>Describes communication between self and other members of health care team.</td>
<td>Descriptions of communication between self and other members of the health care team are</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Identifies non-therapeutic communication used. Offers at least 2 ways to improve future</td>
<td>Identifies non-therapeutic communication used. Offers only 1 way to improve future interactions</td>
<td>scant and unorganized. Does not offer ways to improve future interactions.</td>
</tr>
<tr>
<td></td>
<td>interactions listing specific therapeutic communication techniques.</td>
<td>listing specific therapeutic communication techniques.</td>
<td></td>
</tr>
<tr>
<td><strong>Reporting</strong></td>
<td>Identified team member(s) that student used SBAR with. Clearly stated what was reported</td>
<td>Identified team members that student used SBAR. Describe SBAR communication but only identified</td>
<td>Does not identify team members that used SBAR with or did not describe SBAR communication</td>
</tr>
<tr>
<td></td>
<td>using SBAR. Identified 2 ways to improve communication.</td>
<td>1 way to improve communication.</td>
<td>or improvement to communication.</td>
</tr>
<tr>
<td><strong>Points:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SBAR report to physician about a critical situation

<table>
<thead>
<tr>
<th>S</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am calling about &lt;patient name and location&gt;.</td>
<td></td>
</tr>
<tr>
<td>The patient's code status is &lt;code status&gt;.</td>
<td></td>
</tr>
<tr>
<td>The problem I am calling about is</td>
<td></td>
</tr>
<tr>
<td>I am afraid the patient is going to arrest.</td>
<td></td>
</tr>
<tr>
<td>I have just assessed the patient personally:</td>
<td></td>
</tr>
<tr>
<td>Vital signs are: Blood pressure / Pulse, Respiration and temperature</td>
<td></td>
</tr>
<tr>
<td>Blood pressure because it is  over 200 or  less than 100  or 30 mmHg below usual</td>
<td></td>
</tr>
<tr>
<td>Pulse because it is  over 140 or  less than 50</td>
<td></td>
</tr>
<tr>
<td>Respiration because it is  less than 5 or  over 40.</td>
<td></td>
</tr>
<tr>
<td>Temperature because it is  less than 96 or  over 104.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>The patient's mental status is:</td>
<td></td>
</tr>
<tr>
<td>Alert and oriented to person place and time.</td>
<td></td>
</tr>
<tr>
<td>Confused and cooperative or non-cooperative</td>
<td></td>
</tr>
<tr>
<td>Agitated or combative</td>
<td></td>
</tr>
<tr>
<td>Lethargic but conversant and able to swallow</td>
<td></td>
</tr>
<tr>
<td>Stuporous and not talking clearly and possibly not able to swallow</td>
<td></td>
</tr>
<tr>
<td>Comatose. Eyes closed. Not responding to stimulation.</td>
<td></td>
</tr>
<tr>
<td>The skin is:</td>
<td></td>
</tr>
<tr>
<td>Warm and dry Pale</td>
<td></td>
</tr>
<tr>
<td>Mottled</td>
<td></td>
</tr>
<tr>
<td>Diaphoretic</td>
<td></td>
</tr>
<tr>
<td>Extremities are cold Extremities are warm</td>
<td></td>
</tr>
<tr>
<td>The patient is not or is on oxygen.</td>
<td></td>
</tr>
<tr>
<td>The patient has been on (L/min) or (%) oxygen for</td>
<td></td>
</tr>
<tr>
<td>minutes (hours) The oximeter is reading %</td>
<td></td>
</tr>
<tr>
<td>The oximeter does not detect a good pulse and is giving erratic readings.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is what I think the problem is:</td>
<td></td>
</tr>
<tr>
<td>&lt;say what you think is the problem&gt;</td>
<td></td>
</tr>
<tr>
<td>The problem seems to be cardiac  infection  neurologic  respiratory I am not sure what the problem is but the patient is deteriorating.</td>
<td></td>
</tr>
<tr>
<td>The patient seems to be unstable and may get worse, we need to do something.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I suggest or request that you &lt;say what you would like to see done&gt;,</td>
<td></td>
</tr>
<tr>
<td>transfer the patient to</td>
<td></td>
</tr>
<tr>
<td>critical care come to see the patient at this time.</td>
<td></td>
</tr>
<tr>
<td>Talk to the patient or family about code status.</td>
<td></td>
</tr>
<tr>
<td>Ask the on-call family practice resident to see the patient now.</td>
<td></td>
</tr>
<tr>
<td>Ask for a consultant to see the patient now.</td>
<td></td>
</tr>
<tr>
<td>Are any tests needed:</td>
<td></td>
</tr>
<tr>
<td>Do you need any tests like  CXR,  ABG,  EKG,  CBC, or BMP? Others?</td>
<td></td>
</tr>
<tr>
<td>If a change in treatment is ordered then ask:</td>
<td></td>
</tr>
<tr>
<td>How often do you want vital signs?</td>
<td></td>
</tr>
<tr>
<td>How long to you expect this problem will last?</td>
<td></td>
</tr>
<tr>
<td>If the patient does not get better when would you want us to call again?</td>
<td></td>
</tr>
</tbody>
</table>
This SBAR tool was developed by Kaiser Permanente. Please feel free to use and reproduce these materials in the spirit of patient safety, and please retain this footer in the spirit of appropriate recognition.

*Quality Improvement, Level 2, Outcome Assignment, Quality Improvement Assignment

<table>
<thead>
<tr>
<th>Title</th>
<th>Quality Improvement Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Sue Field DNP, RN, CNE, Christy Cook, RN MSN, Teri Finn, RN BSN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Outcome(s)</th>
<th>Put X in box to correspond with the SLO(s)</th>
<th>Put X in box to correspond with the Competency(s)</th>
<th>Knowledge/Practice/Ethical Comportment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Relationship Centered Care</td>
<td>Communication Skills</td>
<td></td>
<td>K</td>
</tr>
<tr>
<td>Informatics/Technology</td>
<td>Documentation</td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>Nursing Judgment/Evidence Based Care</td>
<td>Prioritization</td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Professional Identify and behaviors</td>
<td>Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>Patient Care Concerns</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Safety</td>
<td>Patient Complications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork and Collaboration</td>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Care</td>
<td>Managing Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assign/Monitor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where should this assignment be used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
</tr>
<tr>
<td>Clinical Setting</td>
</tr>
<tr>
<td>Independent Study</td>
</tr>
<tr>
<td>Online/Web Based</td>
</tr>
<tr>
<td>Skills Lab</td>
</tr>
<tr>
<td>Simulation</td>
</tr>
</tbody>
</table>

Revised from Linda Caputi © (What type of assignment is this?)

<table>
<thead>
<tr>
<th>Patient Care Assignment</th>
<th>Non Patient Care Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Care</td>
<td>Thinking Focused</td>
</tr>
<tr>
<td>The assignments are related to the student while providing patient care in the clinical setting. Example: Concept mapping care for one or multiple patients.</td>
<td>Assignments encourages critical thinking and clinical reasoning and teaches students to think like a nurse.</td>
</tr>
<tr>
<td>Patient Focused</td>
<td>Systems Focused</td>
</tr>
<tr>
<td>The student focuses on specific aspects of patient care such as safety, falls, diabetes, other diseases, etc.</td>
<td>Assignments help the student understand the clinical world, the nurse’s work therein, and the effect of the system on the nurse and the patient. Example: How the system completes medication administration from order to delivery to patient.</td>
</tr>
</tbody>
</table>

x
**Assignment: Quality Improvement**

**Competencies measured in this assignment:**

**QUALITY IMPROVEMENT - PATIENT CARE CONCERNS COMPETENCY:**
Identify (K), report (P), and respect (E) patient care concerns to improve customer service, patient satisfaction, and enhance effective and cost efficient health care services.

**QUALITY IMPROVEMENT – ORGANIZATIONAL/SYSTEM:**
Describe (K), provide input (SOP) (P), and appreciate (E) quality improvement methods used to develop or revise policies/procedures, and effectively use resources to support organizational outcomes.

Reflective Journaling allows you as a student to reflect or “think” about the importance of the competencies you are developing within the PN program. The following reflective journal will allow you to “reflect on” or “think about” the value of information quality improvement in your career as a LPN.

<table>
<thead>
<tr>
<th>QUALITY IMPROVEMENT - PATIENT CARE CONCERNS COMPETENCY: Ethical Comportment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Why should you be concerned about customer service? Give 2 examples of customer service and relate to your nursing practice.</td>
</tr>
<tr>
<td>3. Why should you be concerned with Patient Satisfaction? Give 2 examples of achieving patient satisfaction in your nursing practice and why that is important to you as a nurse.</td>
</tr>
<tr>
<td>4. How can you enhance effective and cost efficient health care services? Give 2 examples and relate to your own nursing practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUALITY IMPROVEMENT – ORGANIZATIONAL/SYSTEM: Ethical Comportment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. What is quality improvement? Why is quality improvement processes important in your nursing career?</td>
</tr>
<tr>
<td>6. How can quality improvement measures help in the revision or development of policies and procedures and the use of resources at the clinical setting?</td>
</tr>
</tbody>
</table>

**Quality Improvement Assignment Grading Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory (__ points each)</th>
<th>Needs Improvement (__ points each)</th>
<th>Unsatisfactory (__ points each)</th>
</tr>
</thead>
</table>

139
### Patient care concerns 1.

Reflection conveys evidence of a personal response to the issues raised in the patient care concerns. Gives 2 examples and relates to personal nursing practice.

Analysis conveys little or some evidence of a personal response to patient care concerns. Gives 1 example and relates to nursing practice.

No personal response is made to the issues/concepts of patient care concern. Does not reflect or give examples.

### Customer Service 2.

Reflection conveys evidence of a personal response to the issues raised in customer service. Gives 2 examples and relates to personal nursing practice.

Analysis conveys little or some evidence of a personal response to customer service. Gives 1 example and relates to nursing practice.

No personal response is made to the issues/concepts of customer service. Does not reflect or give examples.

### Patient Satisfaction 3.

Reflection conveys evidence of a personal response to the issues raised in patient satisfaction. Gives 2 examples and relates to personal nursing practice.

Analysis conveys little or some evidence of a personal response to patient satisfaction. Gives 1 example and relates to nursing practice.

No personal response is made to the issues/concepts of patient satisfaction. Does not reflect or give examples.

### Cost efficient health care 4.

Reflection conveys evidence of a personal response to the issues raised in cost efficient health care. Gives 2 examples and relates to personal nursing practice.

Analysis conveys little or some evidence of a personal response to cost efficient health care. Gives 1 example and relates to nursing practice.

No personal response is made to the issues/concepts of cost efficient health care. Does not reflect or give examples.

### Quality Improvement 5.

Defines quality improvement correctly. Reflection conveys evidence of a personal response to the issues raised regarding quality improvement in the student’s nursing career.

Defines quality improvement correctly. Analysis conveys little or some evidence of a personal response to quality improvement measures.

Unable to correctly define quality improvement. Does not analyze why quality improvement measures could benefit career.

### Policy and Procedures 6.

Reflects correctly on 2 ways that quality improvement measures can help with the development or revision of policy and procedures and use of resources at the clinical setting.

Reflects correctly 1 way that quality improvement measures can help with policy and procedures development and revision and use of resources at the clinical setting.

Unable to correctly identify how quality improvement measures can assist at the clinical site.

### Points

**Total Points:**

---

*Managing Care, Level 2, Outcome Assignment: Prioritization of Care for Multiple Patients:*

<table>
<thead>
<tr>
<th>Title</th>
<th>Prioritization of Care for Multiple Patients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Anoka Technical College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Put X in box to correspond with the SLO(s)</th>
<th>Put X in box to correspond with the Competency(s)</th>
<th>Knowledge/Practice/Ethical Comportment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Relationship Centered Care</td>
<td>Communication Skills</td>
<td>K P E</td>
</tr>
<tr>
<td>Informatics/Technology</td>
<td>Nursing Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Needs</td>
<td></td>
</tr>
<tr>
<td>Nursing Judgment/Evidence Based care</td>
<td>Documentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informatics</td>
<td></td>
</tr>
<tr>
<td>Professional Identify and</td>
<td>Prioritization</td>
<td>X X</td>
</tr>
<tr>
<td></td>
<td>Nursing Judgment</td>
<td>X X</td>
</tr>
<tr>
<td></td>
<td>Professionalism</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcome(s)</td>
<td>behaviors</td>
<td>Ethical/Legal</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>Patient Care Concerns</td>
<td>X</td>
</tr>
<tr>
<td>Safety</td>
<td>Patient Complications</td>
<td>X</td>
</tr>
<tr>
<td>Patient Safety</td>
<td>Safe Nursing</td>
<td></td>
</tr>
<tr>
<td>Teamwork and Collaboration</td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Managing Care</td>
<td>Conflict Resolution</td>
<td></td>
</tr>
<tr>
<td>Managing Care</td>
<td>Managing Care</td>
<td>X</td>
</tr>
<tr>
<td>Assign/Monitor</td>
<td>Assign/Monitor</td>
<td>X</td>
</tr>
</tbody>
</table>

**Where should this assignment be used:**

<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Clinical Setting</th>
<th>Independent Study</th>
<th>Online/Web Based</th>
<th>Skills Lab</th>
<th>Simulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Setting</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online/Web Based</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills Lab</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Simulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

**Revised from Linda Caputi © (What type of assignment is this?)**

<table>
<thead>
<tr>
<th>Patient Care Assignment</th>
<th>Thinking Focused Assignments</th>
<th>Patient Focused Assignments</th>
<th>Systems Focused Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Care</td>
<td>Assignments encourages critical thinking and clinical reasoning and teaches students to think like a nurse.</td>
<td>The student focuses on specific aspects of patient care such as safety, falls, diabetes, other diseases, etc.</td>
<td>Assignments help the student understand the clinical world, the nurse’s work therein, and the effect of the system on the nurse and the patient. Example: How the system completes medication administration from order to delivery to patient.</td>
</tr>
</tbody>
</table>

|                 | x | x | x |
Assignment: Prioritization of Care for Multiple Patients

Competencies measured in this assignment:

**MANAGING CARE - ASSIGN/MONITOR COMPETENCY:**
Identify (K), assign (P) nursing tasks/activities to other LPN’s, assign and monitor nursing tasks/activities to Unlicensed Assistive Personnel (UAP) and accept (E) accountability for the PN scope of practice.

**MANAGING CARE - MANAGING CARE COMPETENCY:**
Identify (K), demonstrate (P), and appreciate (E) one’s role in managing care (planning and organizing) in providing quality nursing care under the direction of a RN or licensed HCP.

**NURSING JUDGMENT/EVIDENCE BASED CARE-PRIORITIZATION OF CARE COMPETENCY:**
Describe (K), demonstrate (P), and value (E) the ability to prioritize care in delivering quality, patient centered nursing care across the lifespan.

**NURSING JUDGMENT/EVIDENCE BASED CARE-NURSING JUDGMENT COMPETENCY:**
Identify (K), use (P), and appreciate (E) evidence based care when conducting a focused assessment, choosing nursing interventions within a plan of care, monitoring, and reporting changes in the individualized patient’s condition across the lifespan.

**PROFESSIONAL IDENTITY AND BEHAVIOR - ETHICAL/Legal COMPETENCY:**
Explain (K), demonstrate (P), and value (E) nursing care within ethical, legal, regulatory frameworks and within the scope of practice for the LPN.

The student will complete the assignment for organizing and prioritizing care to 3 patients. The assignment will be graded with the rubric below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory (points each)</th>
<th>Needs Improvement (points each)</th>
<th>Un satisfactory (points each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organization of tasks</td>
<td>Organized tasks on worksheets, complete, accurate, easy to read.</td>
<td>Organized tasks on worksheet but misses some of the tasks needed to be accomplished, difficult to read.</td>
<td>Unable to organize tasks on worksheet. Misses tasks, sloppy.</td>
</tr>
<tr>
<td>2. Nursing Judgment/Prioritization</td>
<td>Sets priorities accurately and according to Maslow’s.</td>
<td>Needs a few supporting cues to identify priorities accurately.</td>
<td>Unable to set priorities without multiple cues and direction.</td>
</tr>
<tr>
<td>3. Nursing Judgment</td>
<td>Gives accurate rationales for priorities</td>
<td>Requires a few supporting cues to give rationale for priorities.</td>
<td>Unable to give rationales for most of the priorities without multiple cues and direction.</td>
</tr>
<tr>
<td>4. Managing Time</td>
<td>Organizes patient care within clinical time frame. Productive and organized. Determines what can be assigned to the Nursing Assistant.</td>
<td>Requires assistance to organize care within defined time frame. Disorganized at times. Does not assign duties to the nursing assistant.</td>
<td>Unable to organize care within clinical time frame without multiple cues, direction, and assistance.</td>
</tr>
</tbody>
</table>

Points:

Total Points
Care Plans

You are assigned to care for three Patients on the day shift, 7:00 a.m. to 3:30 p.m. The shift routine includes breakfast trays at 8:00 a.m., lunch trays at 12:00 p.m., routine vital signs are completed at 8:00 a.m. and 12:00 p.m. Assessments are completed on all Patients at 8:30 a.m. You need to identify the priorities for each Patient and the priorities for the group of Patients you are caring for on the shift. You are working as a team on the floor and your team members include the RN (who has your patients as well as 6 others) and a Nursing Assistant who is assigned to help on the floor as needed.

The Patients you are assigned to care for are:

Patient 1: Surgical
- Going for OR @ 1000 for bowel resection
- Admit @ 0700
- Preop checklist to be done
- EKG and CXR to be done (both are done off the floor)
- IV of 1000 mL LR @ 100 mL/hr, to be started (LPN’s do not start IV’s at this facility)
- Pre/post op teaching to be done

Patient 2: New Diabetic
- 1500 calorie ADA diet
- Blood glucose @ 0700 – 1100 – 1630 – 2100 (NA’s can’t take accu √)
- 0730 – NPH 20 units Humulin insulin with Regular 8 units Humulin insulin
- Begin diabetic teaching
- Up ad lib
- Shower

Patient 3: Low back pain & cardiac decompensation
1. VS qid
2. Ambulate length of hall with assistance bid
3. BRP with help
4. 1000 cal Low Na diet
5. I & O
6. K-pad to back
7. Enema this AM
8. Cares with assistance
9. PT 1100 (therapy)
10. Lanoxin 0.125 mg qd @ 0900, √ AP
11. Naproxen 250 mg bid @ 0900 and 2100
Clinical Worksheet for Multiple Patients (Patient 1)
PN Student

<table>
<thead>
<tr>
<th>Time periods:</th>
<th>7A</th>
<th>8A</th>
<th>9A</th>
<th>10A</th>
<th>11A</th>
<th>12P</th>
<th>1P</th>
<th>2P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initials:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room: ____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff: ______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age: ____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor: _____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnosis:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical: __________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surgical: __________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing: __________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allergies: ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diet: _____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity: __________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HD: ______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.O.D.:_______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clinical Worksheet for Multiple Patients (Patient 2)
PN Student
<table>
<thead>
<tr>
<th>Time periods:</th>
<th>7A</th>
<th>8A</th>
<th>9</th>
<th>10A</th>
<th>11</th>
<th>12P</th>
<th>1P</th>
<th>2P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initials:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room: _____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff: _____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age: ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor: _____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnosis:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical: _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surgical: _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing: _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allergies: ____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diet: _____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity: __________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HD: ____</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.O.D.: _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Clinical Worksheet for Multiple Patients (Patient 3)
PN Student

<table>
<thead>
<tr>
<th>Time periods:</th>
<th>7A</th>
<th>8A</th>
<th>9A</th>
<th>10A</th>
<th>11A</th>
<th>12P</th>
<th>1P</th>
<th>2P</th>
</tr>
</thead>
</table>

Initials:

Room: _____

Staff: ______

Age: _____

Doctor: ______

Diagnosis:

Medical: _______________

Surgical: _______________

Nursing: _______________

Allergies: _____

Diet: _____

Activity: _______________

HD: _____

P.O.D.: _____
<table>
<thead>
<tr>
<th>Priority for Care/ Maslow’s Hierarchy Of Needs</th>
<th>Patient #1:</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Patient #1:</td>
<td>Rationale:</td>
</tr>
<tr>
<td></td>
<td>Patient #1:</td>
<td>Rationale:</td>
</tr>
<tr>
<td>Assigned tasks to the Nursing Assistant</td>
<td>Patient #1:</td>
<td>Rationale:</td>
</tr>
<tr>
<td>Tasks referred to the RN</td>
<td>Patient #1:</td>
<td>Rationale:</td>
</tr>
<tr>
<td>Priority for Care/ Maslow’s Hierarchy Of Needs</td>
<td>Patient #2;</td>
<td>Rationale:</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned tasks to the Nursing Assistant</td>
<td>Patient #2;</td>
<td>Rationale:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tasks referred to the RN</td>
<td>Patient #2;</td>
<td>Rationale:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority for Care/ Maslow’s Hierarchy Of Needs</td>
<td>Patient #3</td>
<td>Rationale</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Patient #3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient #3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned tasks to the Nursing Assistant</td>
<td>Patient #3</td>
<td>Rationale</td>
</tr>
<tr>
<td>Tasks referred to the RN</td>
<td>Patient #3</td>
<td>Rationale</td>
</tr>
<tr>
<td>Competencies</td>
<td>Criteria</td>
<td>Date</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Informatics/Technology</strong></td>
<td>Confidentiality/Documentation: Maintains confidentiality of medical record and keeps all patient information secure. Documents with minimal assistance. Able to navigate the EMR.</td>
<td></td>
</tr>
<tr>
<td>• Documentation/Confidentiality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Informatics/Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Managing Care</strong></td>
<td>Managing Care: Demonstrates ability to manage care in the provision of patient centered care. Follows the hierarchy of leadership when addressing ideas/concerns. Assigns and monitors UAP’s to tasks/activities if applicable.</td>
<td></td>
</tr>
<tr>
<td>• Managing Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assign/Monitor</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nursing Judgment</strong></td>
<td>Prioritization: Organizes a plan of care noting priorities of care. Justifies rationale for the prioritization of care for multiple patients.</td>
<td></td>
</tr>
<tr>
<td>• Prioritization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Nursing Judgment</td>
<td>Nursing Judgment: Performs focused assessments, identifies impediments to patient progress and evaluates responses to interventions for multiple patients.</td>
<td></td>
</tr>
<tr>
<td>• Nursing Judgment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pt. Relationship Centered Care</strong></td>
<td>Communication: Assesses and implements strategies to improve personal communication skills.</td>
<td></td>
</tr>
<tr>
<td>• Communication Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Nursing Process</td>
<td>Caring Behaviors: Demonstrates caring behaviors. Evaluates and addresses patient pain with appropriate interventions.</td>
<td></td>
</tr>
<tr>
<td>• Learning Needs</td>
<td>Data Collection: Uses the nursing process to contribute to holistic plans of care for patients across the lifespan.</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Behaviors</strong></td>
<td>Professional Values: Maintains professional behaviors, personal integrity and professional boundaries.</td>
<td></td>
</tr>
<tr>
<td>• Professionalism</td>
<td>Ethical/Legal: Follows the PN code of ethics. Complies with policies and procedures of facility. Works within the ethical, legal and regulatory framework for the PN.</td>
<td></td>
</tr>
<tr>
<td>• Ethical/Legal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quality Improvement</strong></td>
<td>Patient Satisfaction: Uses “take 5” or similar other standardized approach to improve customer service.</td>
<td></td>
</tr>
<tr>
<td>• Patient Care Concerns</td>
<td>Cost Effectiveness: Organizes nursing activities in a cost effective manner. Accomplishes all responsibilities in a timely manner.</td>
<td></td>
</tr>
<tr>
<td>• Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Complications: Detects and prevents potential and/or actual complications and responds appropriately (reports to instructor/RN) when caring for multiple patients across the lifespan.</td>
<td></td>
</tr>
<tr>
<td>• Pt Complications</td>
<td>Safety: Maintains safe nursing practice (Medication administration, patient safety, nursing skills, etc.</td>
<td></td>
</tr>
<tr>
<td>• Safe Nursing Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>Communication: Communicates effectively with interdisciplinary team members. Works cooperatively with others. Helps others while maintaining own efficiency. Participates as a member of the interprofessional team.</td>
<td></td>
</tr>
<tr>
<td>• Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average Daily Score</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<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>
<td></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>
<td></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>
<td></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>
<td></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>
<td></td>
</tr>
<tr>
<td>Not Applicable = NA</td>
<td>Not applicable, or unable to measure. Does not calculate into grade.</td>
<td></td>
</tr>
</tbody>
</table>

**The following list are expected professional standards.**

### Pt./Relationship Centered Care
- **Competency: Data Collection**
  - Listens to and takes notes during report
  - Seeks assistance if information is incomplete.

### TECHNOLOGY/INFORMATION
- **Competency: Confidentiality:**
  - Keeps computer screen out of view of others.
  - Does not discuss confidential information in public areas.

### Competency: Documentation
- Able to navigate the EMR/chart.
- Documents in EMR/chart/and written assignments completely, accurately, and timely.
- Charting contains minimal grammatical errors, and no unapproved abbreviations and completed with minimal assistance.
- Vital signs and medications charted immediately after completion.

### PROFESSIONAL IDENTITY AND BEHAVIOR
- **Competency: Accountability**
  - Research completed correctly to care for pt.
  - Complies with dress code
  - On time and follows policy if absent or late.
  - Assignments turned in on time.
  - Follows facility rules for personal belongings, parking and consumption of food, smoking, etc.
  - Exhibits dependability through good attendance, punctuality, and compliance with break schedules.
  - Can make adjustment to plan of care or time line as needed.
  - Can maintain care level under...

### Competency: Professional Boundaries
- Maintains professional boundaries
- Does not discuss too much about self with patient.
- Does not keep secrets with patient.
- Realizes that others can meet pt. needs if needed.
- Does not spend inappropriate time with patient.
- Does not flirt with patient, communicate in flirtatious manner, and employ sexual innuendo, off color jokes or offensive language.
- Recognizes boundary crossings, consult instructor when needing to support boundaries.

### Competency: Safe Nursing Practice
- Consistently uses 2 patient identifiers
- Demonstrates safe nursing skills
- Displays behaviors that promote the safety (call light within reach, hand washing, use of universal precautions, lowering bed, gloving, brakes, side rails in safe positions, patient never level unattended in unsafe situation, disposal of needles safety, ).
- Maintains patient privacy.

### Medication Administration
- Uses the 6 rights in medication administration.
- Uses safe medication administration
- Knowledgeable of drug action/classification, interaction, side effects, rationale, injection sites, normal dosage, and nursing considerations
- Relates meds to patient
### Stress/Pressure with Sufficient Support
- Does not proceed with patient care against instructor direction.
- Keeps instructor and staff nurse informed about patient condition throughout shift.
- Reports off prior to learning the unit.
- Seeks out learning opportunities to complete required skills and to seek new learning opportunities.
- Initiates cares without prompting or assistance.
- Adapts to changing situations by seeking guidance as needed.
- Accepts performance critique and implements changes as a result of suggestions given.

### Diagnosis
- Accurately records medication administration.

#### Med Administration Errors:
- Missed meds (beyond ½ hour a or p scheduled time)
- Medication error (ID’d by instructor after 2nd check)
- Administering medication without looking up first
- Not documenting on MAR
- Giving medication without instructor supervision.

---

**1. Formative Evaluation:** During the formative evaluation period if the student has performed a behavior that is unsafe or leads to an anecdotal note, the grading for that criteria would be scored below a 2.0 on the grading scale.

**2. Summative Evaluation:** During the Summative Evaluation at the end of the course, if a student has been unable to demonstrate a satisfactory score on a criteria, the student receives an average score below a 2.0 on the grading scale. There is no longer time to improve performance for this course and the student fails the course. All criteria must have an average of 2.0 to attain a passing grade.
Appendix F  Curriculum Assessment Process

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

153
### Appendix G: Student Course Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 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>Question 2</td>
<td>Guidelines for assignments were clearly written.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>Question 3</td>
<td>Assigned readings contributed to learning.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>Question 4</td>
<td>Content of course was well organized and relevant.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>Question 5</td>
<td>The learning environment was caring and respectful.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>Question 6</td>
<td>Critical reflection and problem-solving were encouraged.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>Question 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>Question 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>Question 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>Question 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>Question 11</td>
<td>The course was interactive and participative.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>Question 12</td>
<td>The course encouraged self-directed learning.</td>
<td>Strongly agree; Agree; Neutral; Disagree; Strongly disagree</td>
</tr>
<tr>
<td>Question 13</td>
<td>What facilitated your learning in this course?</td>
<td>Essay Question</td>
</tr>
<tr>
<td>Question 14</td>
<td>What made learning difficult for you?</td>
<td>Essay Question</td>
</tr>
<tr>
<td>Question 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 H: 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>
</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>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Identified Student learning outcomes, Course objectives, and course expectations are clearly presented in the syllabus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Content of the course is well organized and relevant to course objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Course instruction and learning activities support successful accomplishment of course objectives. (4.2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Instructional resources such as texts, online sites, assignments, and audio-visual materials contribute to learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Concepts of diversity and global perspectives are presented. (4.5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</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>
</tr>
<tr>
<td>9.</td>
<td>The learning environment is caring and respectful.</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>
</tr>
<tr>
<td>11.</td>
<td>Critical reflection and problem-solving are encouraged.</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>
</tr>
</tbody>
</table>

ONLINE ONLY: Learning activities, instructional materials, and evaluation methods were appropriate for the online format and consistent with the student learning outcomes. (4.12)

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 I: Faculty Course Evaluation Summary

Summary of Faculty Course Evaluation (Template)

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

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

# Appendix J: 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>
</tr>
<tr>
<td>Demo Dose Labeling Software (Pocket Nurse)</td>
<td>1</td>
</tr>
<tr>
<td>Doppler - handheld (HNE Healthcare)</td>
<td>1</td>
</tr>
<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>
</tr>
<tr>
<td>Exam light</td>
<td>2</td>
</tr>
<tr>
<td>EZ Stand</td>
<td>1</td>
</tr>
<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>
</tr>
<tr>
<td>Glucometer (OneTouch Ultra Mini)</td>
<td>1</td>
</tr>
<tr>
<td>Glucometers (Accu-Chek Compact)</td>
<td>1</td>
</tr>
<tr>
<td>Glucometers (Bayer/Ascensia)</td>
<td>3</td>
</tr>
<tr>
<td>Glucometers (Glucocard 01)</td>
<td>3</td>
</tr>
<tr>
<td>Gurney</td>
<td>1</td>
</tr>
<tr>
<td>Heat Therapy Pump (Baxter)</td>
<td>1</td>
</tr>
<tr>
<td>Hospital bed (Centra)</td>
<td>1</td>
</tr>
<tr>
<td>Hospital beds (Hill-Rom 1000)</td>
<td>4</td>
</tr>
<tr>
<td>Hospital beds (Hill-Rom Care Assist)</td>
<td>9</td>
</tr>
<tr>
<td>Hoyer Stand</td>
<td>1</td>
</tr>
<tr>
<td>Infant Scale (Seca)</td>
<td>1</td>
</tr>
<tr>
<td>Infant Warmer (Airshields IICS)</td>
<td>1</td>
</tr>
<tr>
<td>EQUIPMENT INVENTORY</td>
<td>QUANTITY</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Injection Belly (Nasco)</td>
<td>1</td>
</tr>
<tr>
<td>Injection Manikins (IM Nasco Life Form)</td>
<td>6</td>
</tr>
<tr>
<td>Injection Manikins (SQ, ID Nasco Life Form)</td>
<td>5</td>
</tr>
<tr>
<td>IV Manikin Arm - Geri (Pocket Nurse)</td>
<td>1</td>
</tr>
<tr>
<td>IV Manikin Arm-Budget (Pocket Nurse)</td>
<td>1</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>Manikin torso (Unknown model)</td>
<td>1</td>
</tr>
<tr>
<td>Med Carts (Armstrong Medical)</td>
<td>2</td>
</tr>
<tr>
<td>MedDispense/DemoDose (medication dispensing system)</td>
<td>1</td>
</tr>
<tr>
<td>MedDispense/DemoDose BIO-ID Fingerprint Scanner</td>
<td>1</td>
</tr>
<tr>
<td>Mega Code Kelly (Laerdal)</td>
<td>1</td>
</tr>
<tr>
<td>Mega Code Kid (Laerdal)</td>
<td>1</td>
</tr>
<tr>
<td>Mega Code Trauma Module Kit (Laerdal)</td>
<td>1</td>
</tr>
<tr>
<td>NED Chest</td>
<td>2</td>
</tr>
<tr>
<td>Noelle Birthing Manikin (Gaumard)</td>
<td>1</td>
</tr>
<tr>
<td>Noelle Birthing Torso (Gaumard)</td>
<td>1</td>
</tr>
<tr>
<td>Nursing Baby/Vital Sim Capable (Laerdal)</td>
<td>1</td>
</tr>
<tr>
<td>O2 Flowmeters (Western Medica)</td>
<td>4</td>
</tr>
<tr>
<td>O2 Tank (E; portable)</td>
<td>1</td>
</tr>
<tr>
<td>Otoscope (cased)</td>
<td>2</td>
</tr>
<tr>
<td>Otoscope (Welch Allen wall-mount)</td>
<td>1</td>
</tr>
<tr>
<td>Overbed tables (Hill-Rom)</td>
<td>11</td>
</tr>
<tr>
<td>Overbed tables (Meadows Medical)</td>
<td>3</td>
</tr>
<tr>
<td>Overbed tables (Pocket Nurse)</td>
<td>4</td>
</tr>
<tr>
<td>Oximeter (Armstrong Med.)</td>
<td>1</td>
</tr>
<tr>
<td>Oximeter (Digit)</td>
<td>1</td>
</tr>
<tr>
<td>Oximeter (Nonin)</td>
<td>2</td>
</tr>
<tr>
<td>Patient Lift (ceiling-mounted)</td>
<td>1</td>
</tr>
<tr>
<td>PCA Pump (Baxter)</td>
<td>2</td>
</tr>
<tr>
<td>Pitting Edema Simulator</td>
<td>1</td>
</tr>
<tr>
<td>Polar Pack (Polar Care 300)</td>
<td>1</td>
</tr>
<tr>
<td>SimMan Mobile Workstand System</td>
<td>1</td>
</tr>
<tr>
<td>EQUIPMENT INVENTORY</td>
<td>QUANTITY</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>SimMan Patient Simulator with components (Laerdal)</td>
<td>1</td>
</tr>
<tr>
<td>SimPad (Laerdal)</td>
<td>3</td>
</tr>
<tr>
<td>Sphygmanometer (adult)</td>
<td>11</td>
</tr>
<tr>
<td>Sphygmanometer (child)</td>
<td>3</td>
</tr>
<tr>
<td>Sphygmomanometer (infant)</td>
<td>2</td>
</tr>
<tr>
<td>Sphygmomanometer/wall-mounted (Welch Allyn)</td>
<td>12</td>
</tr>
<tr>
<td>Suction Regulators (Ohmeda Cont./Inter.)</td>
<td>3</td>
</tr>
<tr>
<td>Suture/Staple Arms (Nasco)</td>
<td>3</td>
</tr>
<tr>
<td>Suture/Staple Leg (Nasco)</td>
<td>1</td>
</tr>
<tr>
<td>Thermometer-oral (Welch Allyn SureTemp)</td>
<td>1</td>
</tr>
<tr>
<td>Thermometer-temporal (Exergen)</td>
<td>1</td>
</tr>
<tr>
<td>Thermometer-tympanic (First Temp Genius)</td>
<td>2</td>
</tr>
<tr>
<td>Thermometer-tympanic (Pro Scan)</td>
<td>2</td>
</tr>
<tr>
<td>Trach Simulators (Life Form)</td>
<td>2</td>
</tr>
<tr>
<td>TSE Models (Nasco)</td>
<td>2 new/2 old</td>
</tr>
<tr>
<td>Urinary Cath Simulator (Med. Plastics Lab)</td>
<td>1</td>
</tr>
<tr>
<td>Urinary Cath Simulator (Sima)</td>
<td>1</td>
</tr>
<tr>
<td>Venatech IV Trainer (Nasco)</td>
<td>3</td>
</tr>
<tr>
<td>Video Camera (Sony HandyCam)</td>
<td>2</td>
</tr>
<tr>
<td>Virtual IV System (Laerdal)</td>
<td>2</td>
</tr>
<tr>
<td>Wheelchairs (Tracer EX2)</td>
<td>3</td>
</tr>
<tr>
<td>Youth Crib</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix K  Systematic Evaluation Plan
Note – both Associate Degree and Practical Nursing faculty are included in this SEP.
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/Norhtwest Technical College – Needed for accreditation purposes

#### 1.2

The governing organization and nursing education unit

**Measure:** Meeting Minutes and Notes

---

Created with taskstream
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)orintation 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 alumns 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.

- 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)

1.9
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

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

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.

**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:**

**Expected Results:**

**Frequency:**

**Key/Responsible Personnel:**
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.

**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

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

**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)
- Christy Cook Spring 14 Assignment Sheet (Microsoft Word) (See appendix)
- Deb Thorson Spring 14 Assignment Sheet (Microsoft Word) (See appendix)
- Julie Casper Spring 14 Assignment Sheet (Microsoft Word) (See appendix)
- Kay Rodgers Spring 14 Assignment Sheet (Microsoft Word) (See appendix)
- Mary Chernugal Spring 14 Assignment Sheet (Microsoft Word) (See appendix)
- Ruth Landt Spring 14 Assignment Sheet (Microsoft Word) (See appendix)
- Sandy Johanning Spring 14 Assignment Sheet (Microsoft Word) (See appendix)
- Tami Such Spring 14 Assignment Sheet (Microsoft Word) (See appendix)
- Teri Finn Spring 14 Assignment Sheet (Microsoft Word) (See appendix)
- Vicki Roff Spring 14 Assignment Sheet (Microsoft Word) (See appendix)
### 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

**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 Briana Frenzel (Microsoft Word) (See appendix)
- Resume Doreen Kuhrze (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 supposed 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)
- Faculty Orientation Course Shell in D2L (Web Link)
- 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)

2.9

Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and

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

---

### Findings for Individual Development Plans

**Summary of Findings:** See IDPs uploaded under 2.6

**Results:** Expected Results Achievement: Met

**Recommendations:**

---

### 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

---

### 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)

---

### Measure: Faculty Survey
**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

---

**Findings for Faculty Survey**

**Summary of Findings:** The ARC committee discussed disseminating the faculty survey for 2013-14. The ARC members voted not to 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:** 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

---

**Findings for Individual Development Plans**

**Summary of Findings:** See IDPs uploaded in 2.6

**Results:** Expected Results Achievement: Met

**Recommendations:**
**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

#### STANDARD 3: Students

Student policies and services support the achievement of the student learning outcomes and program outcomes of the nursing education unit.

3.1

**Policies for nursing students are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the student learning outcomes and program outcomes.**

**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)

3.2

Public information is accurate, clear, consistent, and accessible, including the program’s accreditation status and the NLNAC contact information.

**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.

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
Recommendations:
Substantiating Evidence:
- Greviance algorithm updated spring 2014 (Word Document (Open XML)) (See appendix)
- Handbook Disclaimer (Word Document (Open XML)) (See appendix)
- Letter of Good Standing (Word Document (Open XML)) (See appendix)

3.4
Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

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"
  AD exit survey results revealed 51.36% (N=37) agreed or strongly agreed to the question "Student learning resources (tutoring, learning center, student groups, etc.) supported my learning needs".

  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: 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:
- NTC Disability Services (Web Link)
  http://www.ntcmn.edu/current_learners/support_services/disability_services/

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

---

**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)

---

**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

---

**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:

Substantiating Evidence:
- NTC Default Prevention Plan (Adobe Acrobat Document) (See appendix)
- William T Ford Federal Direct Loan Request Form (Adobe Acrobat Document) (See appendix)

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

Records reflect that program complaints and grievances receive due process and include evidence of resolution.

**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

Orientation to technology is provided, and technological support is available to students.

**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: Textbook 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

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)

2013-2014 NLNAC/ACEN Workspace 
AS in Nursing
Strategic 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

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: 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.

Measure: 2014 PN Practical SLO - Human Flourishing: Informatics/Technology - Level 1

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.
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

Findings for 2014 PN Practical SLO - Human Flourishing: Informatics/Technology - Level 1

Summary of Findings: To be implemented Fall 2014

Recommendations:

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

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

Findings for 2014 PN Practical SLO - Human Flourishing: Informatics/Technology - Level 2

Summary of Findings: To be implemented Fall 2014

Recommendations:

Measure: 2014 PN Practical SLO - Human Flourishing: Managing Care - Level 1

Strategy Description: Identifying Delegation/Reassignment of Tasks - rubric to be added to taskstream

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

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:

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:

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

*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

---

**Findings** for 2014 PN Practical SLO - Professional Identity: Quality Improvement - Level 1

**Summary of Findings:** To be implemented Fall 2014

**Recommendations:**

---

**Measure:** 2014 PN Practical SLO - Professional Identity: Quality Improvement - Level 2

**Strategy Description:** Quality Improvement Assignment - reflective journal assignment - rubric to taskstream

*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

---

**Findings** for 2014 PN Practical SLO - Professional Identity: Quality Improvement - Level 2

**Summary of Findings:** To be implemented Fall 2014

**Recommendations:**

---

**Measure:** 2014 PN Practical SLO - Professional Identity: Safety - Level 1

**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.

*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

---

**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

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Expected Results</th>
<th>Frequency</th>
<th>Key/Responsible Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths Assignment Interdisciplinary Communication certificate completed stating individual strengths added to Taskstream</td>
<td>80% of students will successfully complete the assignments with a grade of &quot;C&quot; or better (80%)</td>
<td>Annually – spring course to be evaluated in Fall (October) (PN 1170 Transitions)</td>
<td>Curriculum Committee and course faculty</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Expected Results</th>
<th>Frequency</th>
<th>Key/Responsible Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork Journal Rubric to be uploaded to Taskstream</td>
<td>80% of students will successfully complete the assignments with a grade of “C” or better (80%)</td>
<td>Annually – spring course to be evaluated in Fall (October) (PN 1185 Clinical II)</td>
<td>Curriculum Committee and course faculty</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>(Context/Environment; Knowledge/Science)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHP assignment: Comprehensive Data Base using Gordon’s Functional Health Patterns on a LTC client - ADNG1200</td>
</tr>
</tbody>
</table>

**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

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)

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

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

Measure: Associate Student Learning Outcomes - Nursing Judgment - Level 1  
(Personal/Professional Development; Knowledge/Science)

Strategy Description: Video Validation Assignment: Demonstration of physical assessment skill
Expected Results: 80% of students pass critical assignment
Frequency: Annually (April)
Key/Responsible Personnel: Curriculum Committee and course faculty

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)

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

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

---

**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**

**Measure:** 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.

---

**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**

**Measure:** 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 earned 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 accountability for legal and ethical codes of conduct for Practical Nursing

**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 competence consistent with the entry-level Practical Nurse

**Strategy Description:**

**Expected Results:**

**Frequency:**

**Key/Responsible Personnel:**

**Findings**

**Summary of Findings:**

**Results:**

**Recommendations:**

---

**Summary of Findings:**

**Results:**

**Recommendations:**
**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:**
- 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)

---

**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
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

---

**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:**

---

**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

---

**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:**

---

**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
**Frequency:** Annually – fall course to be evaluated in spring semester (PNSG1204)

**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:**

---

**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:**

---

**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: 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:

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:

4.3
The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

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
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://ccnm.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)
- Summary 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)

### 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

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%
Distance Mobility Students 20/20 - 100%
ADNG course will be implemented Fall 2014.

PNSG 1225
35/35 100% achieved Cultural Competence Care certificate

Results: Expected Results Achievement: Exceeded
Recommendations: Students must pass the assignment to graduate. Mobility track is a retiring program.

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:

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...
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**

**Strategy Description:** 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’

**Expected Results:** 80% of faculty will ‘agree’ or ‘strongly agree’ with aforementioned items.

**Frequency:** Annually (February)

**Key/Responsible Personnel:** Academic Resources Committee

**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.

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**

**Strategy Description:** 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**

**Expected Results:** 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

**Frequency:** Annually (May)

**Key/Responsible Personnel:** Academic Resources Committee and Curriculum Committee

**Findings for Academic Resources and Curriculum Committee Meeting Minutes**

**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

### 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.

### 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.

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.
data at the completion of each program class annually.

### 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
strategy description: plan is reviewed and updated to address achievement of student learning and program outcomes, role-specific graduate competencies and the NLNAC Standards.
expected results: The Systematic Evaluation Plan is reviewed and updated yearly.
frequency: Annually and monthly
key/responsible personnel: All committees and the Dean

findings for systematic evaluation plan

summary of findings: Systematic plan for evaluation was reviewed May 7, 2014. Recommendations for change were forwarded to Brianna Frenzel, Taskstream Assessment Coordinator.
results: Expected Results Achievement: Met
recommendations:

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:

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.
Twice a year and ongoing as needed
- 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.
**Findings for Advisory Board Meeting Minutes/Newsletter/Website**

**Summary of Findings:** Evaluation findings were shared with internal and external communities of interest at the advisory board meetings. Evidence can be found in the advisory board meeting minutes dated 4/28/14 and 4/29/14.

**Results:** Expected Results Achievement: Met

**Recommendations:**

**Substantiating Evidence:**
- Nursing Website with Minutes (Web Link)
  http://www.bemidjistate.edu/academics/schools/nursing/advisory_board/

---

### 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(NCSBN)

**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.

Measure: Student Retention Rates

Strategy Description: Student retention rates are tracked through the office of Institutional 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)

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

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