

**Minnesota West
Community and Technical College**



Nursing Faculty Handbook

Associate of Science in Nursing
& Practical Nursing

Dear Nursing Faculty,

Welcome to the Minnesota West Community and Technical College nursing faculty handbook, serving the Associate in Science (AS) Nursing and Practical Nursing (PN) programs. This handbook supplements the Minnesota West Faculty Manual which can be found at www.mnwest.edu/faculty-resources/faculty-manual. This handbook is designed to introduce you to information you will find helpful as we work together to provide quality nursing education to our students. The purpose of this handbook is to understand our role and responsibility as nursing educators and to provide students with consistent, clear information regarding our program. As nursing faculty we strive to serve as professional role models who reflect the values of nursing and the educational mission of Minnesota West.

Additional resources you may find helpful include the Associate in Science Nursing Student Handbook at http://www.mnwest.edu/images/faculty-program-webpages/nursing/as_nursing_student_handbook.pdf, the Practical Nursing Student Handbook at http://www.mnwest.edu/images/faculty-program-webpages/nursing/pn_nursing_student_handbook.pdf, and the Minnesota West Community and Technical College Catalog at www.mnwest.edu/academics/college-catalog. Please be aware that the college catalog is updated every two years. The most current nursing program requirements and nursing course descriptions are found in the AS and PN student handbooks and on the nursing program college website.



Dawn M. Gordon, PhD, MBA, MS, RN, PHN
Dean of Science & Nursing

Minnesota West Community and Technical College
Nursing Department Faculty Handbook

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Organizational Structure – AS & PN Programs:

College President

Dr. Terry Gaalswyk

Provost

Dr. Arthur Brown

Dean of Science & Nursing: Dr. Dawn Gordon

Vice President of Finance and Facilities: Matthew Kibbon

Chief Executive Officer of Human Resources: Katie Meyer

Dean of Liberal Arts & Institutional Effectiveness: Dr. Kayla Westra

Dean of Equity, Inclusion, and Student Development: Abdullahi Farah Abdigaani

Dean of Student Services: Rebecca Weber

Clinical Coordinator, AS: Laura Laackmann

Clinical Coordinator, PN: Stacy Christensen

Full-Time Nursing Faculty:

Stacy Christensen - PN

Dr. Megan Gorres - PN

Laura Laackmann - AS

Clinical Nursing Faculty:

Lisa Buseth - AS

Dodie Derynck - PN

Brooke Gabrielson - PN

Tracy Hansen - AS didactic and clinical

Erica Heidelberger – PN didactic and PN/AS clinical

Danielle Karels - AS

Part-Time Nursing Faculty:

Erika Freking - AS

LARC/Help Desk/Test Proctoring: Stacy Boomgaarden, John Gossom, Julie Williams

Tutoring Services/Simulation Tech & Support: Stacy Boomgaarden

Student Services Specialist, Nursing: Jodi Christensen

Nursing Advisors: Beth Bents, Maya Bledsoe, Laurel Christianson

Health Careers Navigator: Toni Brouillet

Minnesota State Colleges and Universities Vision Statement:

The Minnesota State Colleges and Universities will enable the people of Minnesota to succeed by providing the most accessible, highest value education in the nation.

Minnesota West Mission, Vision, and Values:

Minnesota West's Mission Statement: Minnesota West prepares learners for a lifetime of success.

Minnesota West's Vision Statement: Minnesota West is the regional college of choice.

Minnesota West's Values:

- Community Engagement
- Courage
- Diversity & Inclusion
- Innovation
- Integrity
- Student Success

AS and PN Program Mission and Philosophy Statements:

The Minnesota West AS and PN programs have missions and philosophies. Both missions and philosophies are found at: <http://www.mnwest.edu/faculty-webpages/nursing>

Nursing Program Belief Statements:

Beliefs about people and society

We, the faculty of the AS and PN programs at Minnesota West, believe the focus of nursing is the person within the context of his or her cultural, familial, and social environment. The person, in our view, is holistic, and greater than the sum of physical, emotional, psychological, spiritual, and social parts. We believe that humans are interactive beings who have varying levels of dependence on a health care system.

We believe that people have similar, and at the same time, greatly dissimilar characteristics and health care needs. Changes in societal conditions and trends require flexibility in health care. Faculty believe that competent nursing care within a cost effective health care system is the right of every individual. We believe that a professional goal of nursing

is to be politically and socially active to improve health care and to foster growth in professional nursing.

We believe that health involves physical, social, emotional, and spiritual well being as defined by the person. Health occurs on a continuum from high level wellness to death. We perceive wellness as the ability to function at one's highest potential. We also believe that as health care professionals we have an obligation to respect the health beliefs of others.

Beliefs about nursing

We believe caring lies at the core and encompass all nursing competencies. The goals of nursing are achieved through transpersonal caring, the process of caring between people. This caring is conscious and intentional, and occurs between health professionals as well as between patients and nurses. Caring can be actualized through clinical decision making, teaching, nursing intervention, communication, and the management of care.

We believe that nursing draws on a broad and integrated knowledge base. Nursing is a unique discipline of its own and is both an art and a science. Nursing practice is the diagnosis of human responses and the treatment of those responses through independent, interdependent, and dependent nursing interventions.

We place high value on respect for human beings and on interpersonal relationships in nursing, those relationships between nurse and patient and among members of the health care team. We are enthusiastically in accord with the nursing profession's increasing emphasis on health promotion and empowerment of people to meet their own needs. At same time, we are committed to nursing's historical responsibility to the ill, injured, and disabled. We believe nursing occurs in all settings including acute care, long term care, schools, homes, and the community.

Beliefs about nursing education

The faculty of the Minnesota West AS and PN nursing programs envisions education as a life-long process. We believe students should have the opportunity to make smooth transitions from one level of education to the next and have the opportunity to enhance their practice at a given level.

We believe that caring is learned, in part, through caring relationships between faculty and students. We believe every student should receive strong support and encouragement in achieving their individual potential and that the special needs of the non-traditional learner should be considered when developing and implementing the nursing curriculum. We believe faculty must be sensitive to the individuality of students. We strongly believe that respectful

concern about the personal growth of each student and positive reinforcement of achievements are a foundation for the teaching learning process.

We believe that learners must ultimately assume responsibility for their own learning and need to be actively engaged in the learning process. In light of the knowledge explosion and ongoing changes in the healthcare delivery system, faculty must encourage the development of process skills along with a solid base of essential bedside skills. Process skills include ethical decision making, critical thinking, decision making, problem solving, communication skills and creativity. The faculty firmly believes that critical and creative thinking skills are mandatory for lifelong learning, and that active learning modes that engage the intellectual efforts of both students and faculty are necessary to develop those skills.

While students are ultimately responsible for their own learning, we believe that faculty assumes the responsibility for designing, directing, and guiding the learning experience of students. We believe it is the responsibility of faculty to create learning environments and experiences that facilitate the development of skills necessary for safe, effective, caring nursing practice.

Evaluation of student performance and progress is a responsibility shared between students and faculty. Faculty assumes responsibility for formative and summative evaluation with the goal of enhancing each student's chance of success in program accomplishment, the licensure exam, and in the student's performance as a caring, competent professional nurse. We believe students learn during the process of self-evaluation and that such a requirement encourages a pattern of self-reflection and continual growth.

The faculty believes there are different levels of practice for entry into the nursing profession. We value clear role descriptions and objectives as the foundation for education at respective levels. In addition, the nursing faculty advocates for mutual understanding and respect among different levels of practice.

Organizational Framework:

The organizing framework provides a guide used by faculty to establish Student Learning Outcomes (SLO's), course objectives, sequencing of content, and learning experiences. As such, the framework is designed to assist each nursing student to achieve program outcomes and represents the overall plan for learning experiences.

The entire body of nursing knowledge cannot be examined in any nursing program. Consequently, nursing faculty make deliberate choices as to what concepts, content and experiences are essential to nursing education at Minnesota West CTC. Decisions on content and experiences incorporated into the educational program are guided by the NCSBN NCLEX Test Plan, our Advisory Board, and clinical partners.

PROGRAM OUTCOMES:

NCLEX Pass Rate: The goal of the Minnesota West AS and PN nursing programs is graduates NCLEX pass rates will be at least 80% for all first-time test-takers during the same 12-month period aggregated the program as a whole and by program location (Granite, Pipestone, Worthington, and Distance). Students' ability to pass the NCLEX on the first attempt is an indication of the success of their educational preparation.

Program Completion Rate: The goal of the Minnesota West AS and PN nursing program is 45%* (AS) and 45%* (PN) of students will graduate within 100% from start of nursing courses to end of program. Student academic achievement is measured by program completion rate. Completion rates are based on the number of admitted students who begin and complete the program within 100% (2 nursing terms plus preceptorship). *An individual slower pace option exists to support students on their best pace while in a nursing program, but does not fit within 100% completion reporting.

Job Placement: The goal of the Minnesota West nursing programs is at six to twelve months post-graduation at least 70% (AS) and 50%* (PN) of graduates seeking employment as professional nurses will report placement in a nursing position. Graduates having a job in health care six to twelve months post-graduation are an indicator of the appropriateness of the number of students prepared and the job market in the college service area. *Many current students report continuing education while seeking additional education in nursing.

Regulation and Accreditation

Minnesota West is regulated and accredited by the following:

- Minnesota Board of Nursing – the following website provides information about licensure, educational requirements, scope of practice and disciplinary actions <http://www.state.mn.us/portal/mn/jsp/home.do?agency=NursingBoard>
- Accreditation Commission for Education in Nursing (ACEN): The Minnesota West AS nursing program is in continued accreditation status with ACEN. Re-accreditation review occurred in 2023. The PN program also hold accreditation with ACEN and anticipates a reaccreditation visits in March 2024.

Faculty must be aware of the ACEN standards and participate in the systematic evaluation process of defining and evaluating the program's outcomes and guiding curriculum development and modification when necessary. Please refer to the following website: <http://acenursing.org/>

- The College is accredited by the Higher Learning Commission (HLC), a commission of the North Central Association of Colleges and Secondary Schools (NCA).

Orientation Checklist for Nursing Faculty:

Before your first day – by Human Resources

- Welcome letter
- Position, title, salary
- Official Transcripts

First day

- Tour of nursing department
- Office space
- Supplies and equipment (bookstore)
- Staff directory (located on the website)
- Student handbooks
- D2L (will meet with the Distance Education Dean)
- Keys (to building and office)

Meet with nursing administrator (Dawn Gordon)

- review nursing student handbook
- student learning outcomes (SLO's)
- program outcomes
- collect required documentation (CPR, nursing license, immunization record)
- payroll procedures
- travel and reimbursement
- process for student concerns
- meet with clinical coordinator prior to clinical start date
- orient to clinical setting (as needed)
- conference rooms for pre and post clinical
- Process for making and posting student assignments
- Clinical preparation form for students
- Clinical assignments for students
- Review handbook regarding late papers and returning papers
- D2L – resource site
- Submitting grades

Orientation Checklist Form

New Employee Orientation

Employees Name: _____

Start Date: _____

Supervisor: _____

Preparation

- Notify local marketer for press release (provide copy of resume)
- Inform staff of new employee's name, start date, and title.
- Prepare employee's training schedule.
- Determine who the employee's mentor will be and contact that person.
- Set up employee's work area with appropriate supplies and furniture.
- Notify employee of their mentor in writing and copy the Human Resources office and the mentor.
- Prepare employee's training schedule (technology, human resources, bookstore, registrar)
- complete required background checks (i.e. DHS) and submit nursing license, immunizations, CPR, health capability to perform clinical duties to nursing support staff

Introductions

- Personally welcome the new employee upon arrival.
- Give the employee a department overview and briefly go over the organizational chart.
- Introduce the employee to coworkers.

Orientation Overview

- Go over the employee's orientation plan and training schedule and provide a copy of the Nursing Handbook to the employee
- Give the employee a copy of his/her Job Description and review position goals and specific tasks.

Work Space

- Show the employee his/her work space.
- Explain how the internal mail is routed and show the employee where they pick it up.
- Explain where external mail is placed and the time which it leaves the facility.

Department Tour/Overview

- Show the employee the location of the restrooms.
- Show the employee where his/her lunch can be stored (refrigerator).
- Show the employee where the cafeteria is.
- Show the employee the location of office equipment (copier, fax machine,

and printer) and how to use them.

- [] Show the employee where the office supplies are located and explain the process for purchasing items

Business Cards/Name Tag

- [] Order business cards and/or nametag for employee.

Security

- [] Explain which entrances the employee should use.
- [] If the employee is to have keys, give them to him/her.

Work Schedule

- [] Discuss the work hours (i.e., times, days, and weekends).
- [] Talk about when lunch is normally taken.

Dress Code

- [] Talk about casual dress days; when and the types of clothes that are acceptable.
- [] Discuss the college's accepted business dress code.

Parking

- [] Explain where the employee should park.
- [] Discuss what the employee should do if he/she must leave the vehicle in the parking lot overnight or for an extended period.

Payroll

- [] Orientate the employee to e-timesheet and give them the deadlines for submission.
- [] Encourage use of payroll withdrawal for access/parking charges.
- [] Orientate faculty to the use of leave forms and the submission requirements.

Time Off

- [] Discuss the procedure for requesting vacation, sick leave or personal time off.

Absences

- [] Explain the process of how to report in if the employee is going to be absent or late from work.

Performance Evaluation

- [] Explain the orientation period.
- [] Discuss when the first performance review is to be held.

Other Emergencies

- Explain what other types of emergencies the employee could be exposed to such as Blood Borne Pathogens, etc.
- Discuss your organizations Emergency Response Team duties.
- Review annual training on emergencies, safety, ergonomics, etc

First Aid Station

- Explain that the employee must report all work-related injuries to his/her supervisor or manager immediately.

Miscellaneous Other

- Arrange for Photo ID to be taken.
- Have employee complete form for Driver's Check consent.
- Explain process for checking out college vehicle.

Technology

- Give the employee his/her telephone number or extension.
- Give the employee a copy of the college telephone directory.
- Explain the procedures for placing outgoing calls.
- Explain the procedures for taking incoming calls.
- Explain how the internal messaging system works (i.e., Voicemail).
- Explain the specifics of phone usage (i.e., how to transfer calls, put someone on hold, access voice messages).
- Orientate employee to email system.
- Assist employee in setting up a password protected screen saver.
- Give an overview of the college website and where specific functions can be located (D2L, text alert

Close the Orientation

- Meet with the employee and answer any questions he/she may have.
- Complete this checklist, have employee and manager sign and date it, and then send it to the HR Department.

Employee Signature _____ Date _____

Supervisor Signature _____ Date _____

Campus Wide Orientation Policies and Procedures:

The college has orientation for new faculty before students return in the fall. Faculty administration days are assigned and attendance is required for all unlimited full-time and part-time faculty.

Allied Health Division Meetings:

Nursing programs are included in the Allied Health Division structure at the college. Division meetings are scheduled during Administration days in August, January and May. Faculty are encouraged to attend division meetings and participate in division work.

Educational Confidentiality:

- The Family Educational Rights and Privacy Act (FERPA) mandates that all student education records, including grades, are kept confidential.
- Graded assignments must be returned directly to the student. Graded assignments may be sent to the student via the USPS, but cannot be left outside offices or sent with other students even if in a sealed envelope.
- Disclosure of information related to a student's records over the telephone or via email without the student's written consent is not allowed.
- Posting grades in a way that allows for student identification is a violation of student rights under FERPA

Relationship between Credits and Class Hours:

Laboratory hours are at a ratio of two hours per week for one semester credit (2:1)

Clinical hours are at a ratio of two hours per week for one semester credit (2:1)

Theory hours are at a ratio of one hour per week for one semester credit (1:1)

Example: Fall Theory Courses in the AS and PN program	Number of credits	Type of credits	Hours per week
AS NURS 2125: Patient Centered Care I	3 semester credits	Theory	3 hours per week over the semester
AS NURS 2130: Pharmacology; A pathophysiological Approach I	2 semester credits	Theory	2 hours per week over the semester
AS NURS 2190: Acute Care Clinical I	2 semester credits	Clinical	8 hours per week over the 2 nd half semester (8 hours per week for 8 weeks of the semester)
AS NURS 2150: Skill Lab	2 semester credits	Lab	8 hours per week for the first 8 weeks of the semester
AS NURS 2145: Professional Nursing	2 semester credits	Theory	2 hours per week over the semester
AS NURS 2135: Geriatric and Psych Nursing	2 semester credits	Theory	2 hours per week over the semester
PN NURS 1100: Principles and Practices of Nursing	3 semester credits	Theory	3 hours per week over the semester

PN NURS 1120: Nursing of the Adult I	3 semester credits	Theory	3 hours per week over the semester
PN NURS 1130: Pharmacology I	3 semester credits	Theory	3 hours per week over the semester
PN NURS 1140: Nursing Skill Lab	2 semester credits	Lab	8 hours per week for the first 8 weeks of the semester
PN NURS 1180: Clinical Applications I	2 semester credits	Clinical	8 hours per week over the 2 nd half semester (8 hours per week for 8 weeks of the semester)

Scheduling of classrooms:

Classroom, lab, and ITV studios are assigned by the Office of Academic and Student Affairs. To reserve a classroom for activities such as midterm and final exams, and/or additional class spaces for special events please use the Online Facility Scheduling system.

Office Hours:

Full-time faculty are to have 1 office hour per week for every 3 credit course, often around 5 hours per week. Faculty who teach online may post online office hours. Please see the MSCF contract. Consider the needs of students when scheduling office hours. Classes and office hours will be posted.

Professional Development Plan:

Permanent full-time and part-time faculty will develop a 3-year Professional Development Plan (PDP), which is kept in their faculty file. At the end of each 3-year PDP, faculty will complete a Report of Activity (ROA) on the PDP. New faculty have a probationary hire time at the college of three years. New faculty on probation complete a PDP and ROA each year of the first three years.

Resources:

Many valuable resources are found on the Minnesota West CTC webpage including the College Catalog; Faculty and Staff Guide; class schedules; college wide student handbook. These resources are found at the college website at www.mnwest.edu

College Calendar:

The Minnesota West academic calendar can be found on the website at: <http://www.mnwest.edu/faculty-staff>

Parking:

Clinical facilities generally have specific parking policies. Check with clinical facilities to be aware of those policies. An Access/Parking fees is assessed for all faculty, including adjuncts/part-time faculty. The fee is applied once each academic year.

Personnel Leave Procedures:

Sick Leave:

Faculty notify the nursing administrator or in the case of clinical, the clinical coordinator, to inform them of absence. In the case of clinical, faculty must also notify their clinical students and clinical area. Complete the online submission for sick/ill time in the Faculty Time and Leave Reporting resources found on the Minnesota West website at <http://www.mnwest.edu/faculty-staff> Information about what is eligible for sick/ill leave is found in the MSCF Master Agreement Contract Article 14: Section 3.

Personal Leave:

The MSCF Master Agreement Contract Article 14: Section 5 contains information about personal leave for faculty. Full-time faculty will accrue 2 days of personal leave per academic year. A faculty member may use no more than 3 days in a semester unless approved by the College President. When 3 days of leave are requested, the faculty needs to have approval from the Dean prior to Presidential approval.

Faculty Development:

MSCF Master Agreement Contract Article 17: section 2 contains information about faculty development funds. Each fiscal year, faculty are awarded funds by the college. Money is typically allotted for travel, conferences, course tuition, etc. Money is not typically allotted for tangible objects such as books, computers, etc. **Note:** Inquire at hotels if they offer a special rate for government business. Requests for faculty development funds must be submitted before the event. Forms can be found on the Minnesota West website under faculty and staff forms at <http://www.mnwest.edu/faculty-staff-forms>

Tuition waivers are provided as a benefit to employment per MSCF master agreement. Please email the HR team members for more details before you enroll in a class.

If training or professional development activities take you away from teaching or clinical responsibilities, an electronic submission must be entered into the Faculty Time & Leave Reporting resources at <http://www.mnwest.edu/faculty-staff>

Weather Related Cancellations:

It is not unusual for travel to be difficult during winter months. Please refer to the college web site at <http://www.mnwest.edu/cancellations> for detail about campus closings, delays, and notification of those situations. Faculty may sign up for text alerts regarding weather closings.

It is not unusual for significant variations in road conditions throughout the Minnesota West service area. Additionally, there may be times when faculty and students must leave for clinical sites prior to a delay or cancellation being issued.

If you as a faculty member do not feel safe on the road, please do not get on the road. Students are to receive the same information. Please notify the students in your clinical group immediately if you do not go to the clinical site so that they do not attempt travel if the instructor will not be present. Also notify the clinical site immediately so that they do not expect students.

If the college closes, students are not required to make up the clinical hours. They will, however, still be required to meet the course objectives. This will require completion of the clinical paper assignments later in the semester or next semester (as applicable).

If Minnesota West does not close, the clinical experience or an alternate clinical experience will be rescheduled and students notified as soon as possible. Please notify the clinical coordinator for assistance in arranging make-up experiences.

Required Qualifications and Documentation:

The following documents should be given to Jodi Christensen, nursing support staff, upon hire and upon renewal.

Proof of RN License:

- RN license verification with the Minnesota Board of Nursing.
- Faculty must possess an active, unencumbered license. If clinical is conducted in an adjacent state, the appropriate nursing license must be submitted or verifiable online with that board of nursing.

CPR requirement

- Faculty will meet the Nursing Program requirement of current Basic Life Support (BLS) CPR for the Healthcare Provider (American Heart Association) or CPR for the Professional Rescuer (American Red Cross).

Criminal Background Study:

- Minnesota law requires background studies on all who provide direct services to patients or residents. Faculty will complete a MN Department of Human Services (DHS) background check per DHS requirements (including fingerprinting and photo ID at DHS approved vendors).
- Additional criminal background checks may be required per facility contract requirements.

HIPAA:

- Upon employment, faculty will complete Health Insurance Portability and Accountability Act (HIPAA) training.

Immunization Record:

- Faculty must be in compliance with clinical facility requirements. Faculty health records are destroyed upon termination of employment.

Teacher Education Series (TES courses):

TES courses are required for new permanent full-time and part-time faculty within the first three years (probationary hire time). HR can provide locations or online options for the courses. HR and the Dean need to be given copies of completed course documentation.

Faculty Meetings and Minutes:

Faculty meetings are scheduled monthly or as needed during the academic year. Every effort is made to schedule at a time when full-time and part-time faculty can participate. Meetings can be conducted face-to-face or via distance/Zoom.

Faculty members are strongly encouraged to submit items for discussion. Items for the agenda should be submitted at least one week prior to the scheduled meeting if at all possible.

Permanent full-time and part-time faculty members serve as the core of the faculty and as such are strongly encouraged to attend all faculty meetings. Adjunct faculty members may submit items for discussion and are welcome to attend, but are not required to do so.

Nursing faculty (full-time and part-time members) has the authority to:

- Coordinate, develop, implement, and evaluate the nursing curriculum in collaboration with the nursing administrator and subject to the governance of Minnesota West, college faculty, and accrediting bodies.
- Develop and implement policies for the nursing programs in collaboration with the nursing administrator and within the constraints of the college and accrediting bodies.
- Act on recommendations from committees in collaboration with the nursing administrator.

Adjunct faculty members are encouraged to offer input and feedback related to the curriculum, clinical sites, students, and any items they believe impact the nursing program, the clinical agencies, faculty, or students.

Meeting minutes will be posted in D2L for faculty and administrator reference.

Student Files:

Student academic files are maintained electronically by the college. Student clinical documentation, including health information such as immunizations, are kept electronically. Paper files are minimal if any and may include Clinical and Lab Skill Checklists. Paper documents are kept in separate locked file cabinets per program on the Worthington Campus.

Electronic student academic files are located in the secure database for the college called Image Now. This file can be accessed only by those assigned by the Minnesota West IT Image Now administrator in collaboration with the Admissions/Registration/Financial Aid Director to assign appropriate security clearance. This file contains:

- Degree Audit Reports
- Transcripts
- Early warning letters
- Petitions/due process documentation
- Financial aid records
- Applicant screening forms
- Sensitive student documentation

Health record information including immunization document for clinical experiences are electronic only. Students upload their personal information into the Castle Branch electronic

password protected database. Students share this information with clinical partners for clinical experiences.

Clinical and anecdotal records are kept in the locked resource room in the nursing office area. These files contain:

- anecdotal notes (as warranted)
- clinical and lab evaluation tools
- communication between faculty and students
- specific clinical site requirements

Any paper files/documents are maintained for five years after which the files are destroyed via shredding.

Teaching:

Faculty members (with the exception of adjunct clinical faculty) will be assigned specific theory and/or lab content each semester and are responsible for the content development and delivery, which may include teaching via the D2L learning platform. Equipment and technology needs or learning needs should be communicated to the nursing administrator.

The clinical coordinator is responsible for posting content, clinical groups, and assignments for the clinical course into D2L.

Faculty members are responsible for submitting book orders to the bookstore in a timely manner, and for securing their own desk copies as needed. The clinical coordinator will obtain needed texts for adjunct clinical faculty.

Guidelines or rubrics for grading must be distributed to students at the same time as the assignments. It is important that faculty adhere to the grading criteria and strive to be consistent to facilitate fair grading of assignments.

Course Objectives:

Course objectives contribute to the achievement of Student Learner Outcomes (SLO's) and program outcomes. They demonstrate the relationship between the content and the educational outcomes.

Critical thinking and clinical decision making are central to the role of the professional nurse. It is important that students are evaluated in a way that reflects critical thinking and decision making. Therefore, objectives are written at a higher level of Bloom's taxonomy with most objectives at the analysis level or higher.

A quick review of Bloom's taxonomy and appropriate verbs for each cognitive level, progressing from simple to most complex is included below (Billings & Halstead 2012, pg. 465):

- Knowledge – define, label, and list.
- Comprehension – describe, explain, and summarize
- Application – apply, demonstrate, and use
- Analysis – compare, contrast and differentiate
- Synthesis – construct, develop, and formulate
- Evaluation – critique, evaluate and judge

Each course objective should be evaluated using a variety of methods, such as case studies, concept maps, written tests, lab test-outs, check-off list, written assignments, or clinical evaluation.

Faculty members, as educators with academic freedom, have the liberty to develop the courses to which they are assigned. However, modifications to the course description, course outline, course objectives, graded assignments, or grading criteria must be brought to faculty meetings for discussion.

Ideas for modifications of the curriculum and courses are warmly welcomed, but modification must occur in an orderly manner. Potential modifications must be discussed and approved at faculty meetings before moving through the curricular process as outlined in the Curriculum Manual located under “Faculty and Staff” on the web site.

Expectations for Test Questions:

Test items should be based on a learning objective from the unit being tested. If previously developed questions are used, the item analysis should be evaluated prior to using the test question. If no item analysis is available, or if test questions are new, it is recommended that questions be reviewed by another faculty. If the item analysis shows unsatisfactory results, questions should be revised.

Before posting exam grades, a test analysis should be performed. It is important to look for problem items prior to posting grades. Note: Only the instructor who wrote the test item may change an answer or accept a different answer to the question.

Test security:

Midterm and final exams must be taken on a campus under direct supervision of a faculty member or designee. Faculty will schedule tests to be proctored by a designee and communicate expectations to the student and proctor. Midterm and finals are administered via the D2L learning platform at one of the campuses (unless an academic integrity concern warrants a paper/pencil tests). Major tests, such as midterms and finals, are proctored tests and students do not have access to them without an instructor present.

Students are not to duplicate any of the tests or quizzes that are not proctored on D2L.

Process for Student Concerns / Issues:

Students should be encouraged to share any concerns/issues they have as soon as possible with the faculty member closest to the situation. Ask the student for permission to share with the clinical coordinator and nursing administrator if the issue relates to the clinical experience. Ask for permission to share with the nursing administrator if not related to the clinical experience.

Contact the student as soon as possible when concern is identified and explain your concerns. If the student does not have a passing average in any course, it is important that the student understands and acknowledges this. Faculty members should submit names of students whose grades are near or below passing through the Grades First system at 6 and 12 weeks each semester.

If the student is not meeting lab or clinical objectives, contact the student as soon as possible, explain areas of concern and identify specific learning deficits that are evident and how they relate to the expectations of course outcomes. Offer suggestions/strategies for improvement.

Develop written documentation that outlines how the student did not meet expectations and specify time-frames as to when expectations must be met.

Follow up must occur in a timely manner.

Student issues should be brought to the monthly faculty meetings and addressed by the group (when applicable).

Encourage students to read the section related to due process in the Minnesota West Student Code of Conduct found at http://www.mnwest.edu/images/student-information-policies/code_of_conduct.pdf

Syllabus / Common Course Outline:

The syllabus is based on the common course outline that is developed by nursing faculty for each course. Individual faculty members are not free to make modifications to the course description or course outline. We value academic freedom and creativity, and warmly welcome any ideas for modifications individual faculty members can offer, but modification to the course description or course outline must be discussed at faculty meetings, and be approved by college wide curriculum committees.

The common course outline is to be submitted electronically by faculty to Paula Paplow at paula.paplow@mnwest.edu each term. The course outline form is found at www.mnwest.edu/college-forms

A course syllabus form can be found at www.mnwest.edu/college-forms/. The syllabus should include the following course information:

Course discipline, number, and title

Course description from the common course outline

Semester and year

Number of credits to be earned

Instructor's name and email address

Office hours and office location

Office phone number or means for students to contact instructor

Course objectives

- Measurable course objectives must be stated and are derived from program objectives and student learning outcomes (SLOs). These must include, but are not limited to the common course objectives for the course. These objectives cannot be modified without faculty review.

Materials needed

- Text books, including indication of whether each text is required or optional
- Other materials and supplies as needed

Assignments

- A list of projects, papers and other assignments must be listed in the syllabus or the student may be directed in the syllabus to the listing of assignments/projects.

Evaluation system (i.e. how you will measure accomplishment of course objectives) and description of weighting of evaluation measures. For example:

- Weekly Quizzes worth X points or % of course grade
- Case studies worth X points or % of course grade
- Midterm exam worth X points or % of course grade
- Final exam worth X points or % of course grade
- nursing program grading scale that will be used

American Disabilities Act and Reasonable Accommodations statements (found on the college course syllabus form)

Blood Borne Pathogens Policy (can be found at <http://www.mnwest.edu/index.php/current-students/#student>)

Policies:

Academic Integrity is imperative. Note policies in the Minnesota West Student Code of Conduct at http://www.mnwest.edu/images/student-information-policies/code_of_conduct.pdf, AS Nursing Student Handbook at http://www.mnwest.edu/images/faculty-program-webpages/nursing/as_nursing_student_handbook.pdf, and PN Student Handbook at http://www.mnwest.edu/images/faculty-program-webpages/nursing/pn_nursing_student_handbook.pdf

These policies are to be upheld consistently.

Note policies in Nursing Student Handbooks related to attendance in lab and clinical.

Note policies related to unsafe performance included in the clinical evaluation tool.

Student Assistance:

Students are encouraged to email instructors if they have questions, call during office hours, or make an appointment to visit.

Evaluation of Faculty:

Unlimited full-time, part-time, or non-probationary faculty will be evaluated on a three-year rotating schedule.

Adjunct clinical faculty will be evaluated the first four terms they instruct and thereafter on a three-year rotation. The nursing administrator will visit the clinical site to observe the faculty member and collect information from students and nursing staff at the clinical site. Evaluations may be done more frequently if it appears there are instructional problems.

Probationary faculty will have several classes evaluated each year of the probationary period.

For more detail, refer to the Minnesota West Faculty Evaluation Handbook at www.mnwest.edu/faculty-resources/

Final Grades:

At the end of each semester, faculty will receive an email with specific instructions on submitting grades via the ISRS system.

Students receive a grade in each course (including clinical courses). Although there are some pass/fail assignments throughout the program, students earn a grade in each course.

Keeping a digital copy (export grades from D2L each term) is required by each faculty and it is encouraged to share this copy with the Dean for answering questions on student grade questions following the term or when faculty are off contract.

Last Date of Attendance:

The last date of attendance in all courses is very important. Financial Aid uses this data for federal and state reporting purposes. A student's last date of attendance determines whether the student remained eligible for aid and whether funds must be returned to the government.

Clinical Instruction:

Clinical Expectations

Faculty to student ratio is a collaborative decision by the college and the clinical partner facility. The majority of clinicals in the Minnesota West AS and PN programs adhere to a 1:8 faculty to student ratio.

Faculty will make assignments prior to the clinical experience. Assignments may be made the day before clinical or be completed with ample time for student preparation before the clinical shift, with the exception of OB clinical.

Students must wear their school uniform or lab coat and their student ID badge when getting clinical assignments. Refer to the AS and PN Student Handbook for dress code requirements.

Students are expected to come prepared to care for their patients at the beginning of the shift. This can be demonstrated by completion of the 'Clinical Preparation Form' that is posted in the D2L resource site.

Students and instructors must meet all the facility requirements.

On the day of the clinical, the faculty will be present in the facility and readily accessible to the student. The exception is when a student is assigned to an observation experience.

Clinical Facility Information:

The Dean of Nursing coordinates the contracts with clinical agencies and arranges the clinical sites.

The clinical coordinator will arrange both unit and computer orientations with the instructor for each clinical unit.

Faculty must familiarize themselves with the policies, routines, and procedures of the clinical unit prior to the clinical experience. Faculty need to schedule a time to orient at the facility prior to the start of clinical.

The Clinical Day

Students are expected to arrive on the unit at least ten minutes prior to the start of their assigned shift or as instructed by clinical faculty. Faculty should use this time to clarify changes in patient condition, introduce student to the primary nurse, answer questions the student might have, and assess student preparation.

Post clinical conference occurs at the end of the clinical day. This conference allows students an opportunity to share and analyze their clinical experience, to clarify the relationship between theory and practice, ask questions about the expected clinical paperwork related to that day, clarify both thinking and feeling, and maintain a focus that recognizes the patient as a holistic person and in control of their health care decisions.

Selection of Learning Experiences

The clinical assignment must focus on the clinical objectives to be achieved. The student's individual learning needs must be matched to the patient's care needs.

Anecdotal Notes/Summative Evaluation

Anecdotal notes serve as a useful way to record patterns that may be used in the summative evaluation. They should be used to document both positive behaviors and areas for improvement. Content of anecdotal notes should be shared with students as soon as reasonably possible. This affords the student the opportunity to strengthen positive patterns and also correct those in need of correction.

Anecdotal notes are most valuable when recorded as soon as possible and shared with the student in a timely manner.

Make Up Clinical

If a clinical day is missed or must be remediated, please let the clinical coordinator know immediately, so that make up can be arranged.

If clinical is cancelled by the instructor for any reason, makeup should be arranged with the clinical coordinator. Student needs/schedules must be considered as plans for make-up are developed and shared with students as soon as possible.

Injury at the Clinical

Be sure to follow the facility policy for any injury incurred as soon as possible.

Clinical Facilities:

Students may have clinical experiences in a variety of settings over a variety of hours. Clinical sites used are listed below. However; this list may not be all inclusive. A complete listing of clinical contracts is kept with the Nursing Administrative Assistant.

List of Clinical Agencies		
Clinical Facility	Address	Experiences Available
Acute Care Facilities		
Redwood Area Hospital, Carris Health	100 Fallwood Road Redwood Falls, MN 56283	Medical, surgical, pediatrics, OB, ER
Sanford Worthington Medical Center	1018 6th Ave Worthington, MN 56187	Medical, surgical, pediatrics, OB, ER
Avera Marshall Regional Medical Center	300 S Bruce Street Marshall, MN 56258	Medical, surgical, pediatrics, OB, ER, mental health
Chippewa County Montevideo Hospital	824 N 11th Street Montevideo, MN 56265	Medical, surgical, pediatrics, OB, ER
Sanford Luverne Medical Center	1600 N Kniss Avenue Luverne, MN 56156	Medical, surgical, pediatrics, ER
Sanford Canby Medical Center	112 St. Olaf Avenue South Canby, MN 56220	Medical, surgical, pediatrics, ER
Chemical Dependency/Mental Health Facilities		
New Life Treatment Center	PO Box 38 130 Dakota Street South Woodstock, MN 56186	Mental health
Project Turnabout	PO Box 116 Granite Falls, MN 56241	Mental health
Wellcome Manor Family Services	114 Pleasant Street W. Garden City, MN 56034	Mental health
Golden Living Center	660 Maple Street Wabasso, MN 56293	Mental Health
Fountain Centers Treatment Center	408 W. Fountain Street Albert Lea, MN 56007	Mental Health
Long-Term Care Facilities		
South Shore Care Center	1307 South Shore Drive Worthington, MN 56187	Geriatric
Cross Roads Care Center	965 McMillian Street Worthington, MN 56187	Geriatric
Luther Haven Home	1109 Minnesota 7 Montevideo, MN 56265	Geriatric
Colonial Manor	403 Colonial Ave	Geriatric

	Lakefield, MN 56150	
Minnesota Veterans Home	1300 N. Kniss Avenue Luverne, MN 56156	Geriatric
Sogge Memorial Good Samaritan Nursing Home	705 6 th Street Windom, MN 56101	Geriatric
Avera Sunrise Manor	240 Willow Street Tyler, MN 56178	Geriatric
Granite Falls Health Care Center	250 Jordan Drive Granite Falls, MN 56241	Geriatric

Minnesota West has contracts with many clinical facilities that may be used for community experiences, observational experiences, and preceptorship experiences. Before permitting a student to complete any clinical experience, contact the nursing administrator to be certain a current clinical contract is in effect.

Contact Information:

A list of nursing faculty and contact information may be found on college web site on the nursing faculty program page at <http://www.mnwest.edu/faculty-webpages/nursing>