Department of Nursing

Faculty Handbook

Updated 01/2023

Welcome to CEI (College of Eastern Idaho) Nursing Program

Welcome to College of Eastern Idaho Nursing Programs! We are pleased that you have chosen to work with us. Please do not hesitate to ask questions and seek assistance from the director and nursing program staff. We are very fortunate to have an outstanding and dedicated faculty as we continue to educate the future generation of nurses. Your expertise is needed as we move forward to achieve our vision. With your continued assistance, the realm of possibilities will be everlasting. Thank you for your dedication and hard work in making the College of Eastern Idaho Nursing programs some of the best in the State of Idaho.

The Department of Nursing Faculty Handbook contains policies, procedures and communications that are specific to the Department of Nursing.

The College of Eastern Idaho Nursing Program Faculty Handbook has been prepared as a guide for the faculty to assist in the consistent interpretation of the policies of the program. It is intended to help Nursing Faculty meet their responsibilities. This handbook is updated annually to provide current resources for existing nursing faculty when policies and practices change. New faculty will be assigned a mentor and/or lead faculty as a resource for the variety of questions and concerns that arise that are not addressed in this handbook. New faculty will also be referred to the online nursing student handbook for specific policies and procedures.

DEPARTMENT OF NURSING

ORGANIZATIONAL STRUCTURE:

The Nursing programs are part of the Division of Career and Technical Education. Administrative linkages flow from the President to the Vice President of Academics to the Dean of Health and Human Services, to the Nurse Administrator/Chair, to the faculty and staff of the Associate Degree and Technical Degree programs. Please see the CEI website for the organizational chart. https://cei.edu/about-us/organization-charts/healthcare

ACCREDITATIONS AND APPROVALS

College of Eastern Idaho is accredited by Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and/or the Secretary of the U.S. Department of Education.

> Northwest Commission on Colleges and Universities
> 8060 165th Avenue NE, Suite 100
> Redmond, Washington 98052-3981

The associate nursing program at College of Eastern Idaho located in Idaho Falls, Idaho is accredited by the:

> Accreditation Commission for Education in Nursing (ACEN)
> 3390 Peachtree Road NE, Suite 1400
> Atlanta, GA   30326 404-975-5000
> http://www.acennursing.us/candidates/candidacy.asp

The most recent accreditation decision made by the ACEN Board of Commissioners for the ADN nursing program is Initial Accreditation.

View the public information disclosed by the ACEN regarding this program at http://www.acenursing.us/accreditedprograms/programSearch.htm

This nursing program is approved by the Idaho State Board of Nursing in good standing. Last site survey January 2021 and will be up for approval January 2025.

Expected Level of Achievement (ELA) for PROGRAM OUTCOMES:

- A pass rate of 80% for first-time writers of the NCLEX-RN Licensure and the NCLEX-PN Licensure exam for any given calendar year.
- 90% of graduates will report employment as a RN within 12 months of graduation.
- At least 80% of all students who begin the first nursing course in their program will complete the program within 100% of the usual timeframe for their program option. This equates to 4 semesters for full-time option, 6 semesters for part-time option, and 3 semesters for PN to RN Bridge option.

Registered Nursing End-of-Program Student Learning Outcomes (EPSLOs) and the Core Concepts

At the completion of the CEI nursing program, the graduate will be able to:

Patient-Centered Care	Demonstrate compassionate and culturally competent patient-centered care as part of an interdisciplinary healthcare team.
Nursing Judgment	Utilize nursing judgement to develop and institute safe, quality care.
Active Learning	Actively seek quality information from current, reliable sources to maintain current best practices in nursing.
Professional Identity	Exhibit professional values and attributes.

Practical Nursing End-of-Program Student Learning Outcomes (EPSOLOS) and the Core Concepts

At the completion of the CEI nursing program, the graduate will be able to:

| Patient-Centered Care | Provide compassionate and culturally competent care as part of an interdisciplinary healthcare team, including the patient and their support system. |
| Nursing Judgment | Utilize the nursing process, critical thinking and clinical reasoning skills, and current evidence-based practices to provide safe, quality care. |

Professional Identity	Develop, internalize, and express personal and professional core values.
Active Learning	Implement various learning activities and concepts into patient care.

COLLEGE OF EASTERN IDAHO MISSION:

To provide open access to affordable, quality education that meets the needs of students, regional employers, and community.

NURSING PROGRAM MISSION:

The nursing department supports the overall mission of CEI by serving individuals and communities through educating competent, compassionate, and knowledgeable nursing students.

NURSING PROGRAM VISION:

To inspire educators, students, and the community through an environment of desire, trust, respect, inclusion, collaboration, and need. To welcome and adopt change created by current evidence-based practices in education and nursing. To exemplify the goodness of the nursing profession.

NURSING PROGRAM PHILOSOPHY

The mission statement and values of the College of Eastern Idaho is to provide superior educational services in a positive learning environment that champions student success and meets regional workforce needs. This helps guide the nursing program's philosophy.

We aim to provide superior quality education, centered on positive and reflective learning experiences, which; provide students with foundational nursing knowledge; instill in students a desire for lifelong learning; and ensure necessary competencies required to enter the workforce.

The faculty believes that health is a dynamic state in which an individual adapts to their internal and external environments so that there is a state of physical, emotional, intellectual, social, and spiritual well-being. Each individual is a unique, complex holistic being in constant interaction with an internal/external environment. Health is a changing state on the wellness/illness continuum that can be altered by internal/external stressors. Illness is an abnormal process in which any aspect of an individual's functioning is diminished or impaired as compared with his/her previous state of health. Diverse values and beliefs exist in different social and physical environments that affect the individual's optimum wellness. Individuals possess dignity, unconditional worth, and the right to assume responsibility for the development of their own potential.

We believe that nursing is a dynamic profession that is scientifically based and directed toward promoting, restoring, and maintaining a state of optimum wellness or supporting the individual to experience death with dignity. The practice of nursing is based on holistic framework and is dedicated to the value of caring. This role requires theoretically based critical reasoning, clinical competence, accountability, and client advocacy. Nursing education involves the teaching of nursing theory, skills, and attitudes that assist the students to assume responsibility and accountability as nurses.

The nursing faculty believes the framework forms a basis for the curriculum structure, selection of content, and learning experiences.

Person, society, environment
We believe human beings are unique, dynamic, and holistic individuals with diverse needs. They are social in nature and create meaning in their lives through interactions with others and their environment. They desire compassion, dignity, and respect. These interactions contribute to worldviews, beliefs, values, norms, customs, and expectations. Healthy, safe, and positive environments and interactions engender optimal wellness and well-being.
  Core Concepts: Professional Identity
  Integrating Concepts: Integrity; Compassion; Accountability; Self-Improvement; Critical Thinking; Safety

Health
We believe health is more than a state of physical well-being. It is a dynamic process influenced by many factors (e.g., social, physical, economic, mental, and spiritual). An individual's ability to adapt to these internal and external factors is a substantial aspect of their overall health. We believe humans have a right to make

informed choices regarding their health, be involved in decisions regarding their care, and are responsible for their decisions.

Core Concepts: Patient-Centered Care; Nursing Judgment

Integrating Concepts: Compassion; Communication; Collaboration; Critical Thinking; Cultural Competence

Nursing

We believe patients and their support systems are an integral part of effective patient care and the healing process. The nurse-patient relationship is an intimate, fluid, and complex process. Understanding each patient's and our own perceptions, values, and goals affects this relationship. It is crucial we demonstrate professional behavior and communication while caring for their needs and providing them with the necessary education.

Core Concepts: Patient-Centered Care; Professional Identity; Nursing Judgment

Integrating Concepts: Integrity; Compassion; Communication; Collaboration; Critical Thinking; Safety; Cultural Competence

Education and Learning

We believe education and learning are complementary and continuous processes. These processes are intentional and unintentional, formal and informal, and planned and unplanned. The teacher is responsible for creating a positive, safe, informative, and learner-centered experience. The student is responsible for being engaged, self-directed, inquisitive, and accountable. As time and experience build on foundational nursing education and learning, capacity for providing safe, competent, and evidence-based care increases.

Core Concepts: Nursing Judgment, Active Learning

Integrating Concepts: Safety; Critical Thinking; Accountability; Self-Improvement; Collaboration; Evidence-Based Practice

Definitions of Core Concepts

1. *Patient-Centered Care:* Purposeful involvement of patients, support systems, and interdisciplinary healthcare teams in determining and providing care. This includes respect, advocacy, empathy, and communication.

2. *Nursing Judgment:* Utilization of the nursing process, critical thinking, and clinical reasoning, in delivering safe and competent evidence-based care.

3. ***Active Learning:*** Understanding that best practices for nursing care are ever evolving and that it is necessary to actively search out current best practice.

4. ***Professional Identity:*** Development of core values, beliefs, and practices through reflection on experiences within the nursing profession.

Definitions of Integrated Concepts

Integrity: Strong moral and ethical principles with adherence to honesty and in dealings and practice.

Compassion: An attitude of caring, empathy, concern, and kindness in your association with others.

Accountability: An obligation to be responsible for your actions regardless of the outcome.

Self-improvement: A strong internal desire to achieve success and improvement without needing motivation from others.

Critical thinking: A strong internal desire to achieve success and improvement without needing motivation from others.

Safety: Incorporates scope of practice, adherence to policies and protocols, and the prevention of harm, errors, and adverse effects to patients, colleagues, and self.

Collaboration: Functioning effectively with other healthcare providers and interdisciplinary teams to establish quality patient care.

Communication: Verbal, nonverbal, and written exchange of information or expressions of thoughts, ideas, or feelings between two or more people. It is essential for nurse-patient relationships and collaboration with interdisciplinary teams.

Cultural competence: The ability to interact effectively with patients and families from various cultures, maintaining a nonjudgmental attitude, and gaining awareness and additional knowledge of their culture as necessary.

Evidenced-based practice: Integrating current evidence with clinical expertise and research to provide optimal patient care.

NURSING DEPARTMENT PROCEDURES

Nursing Faculty Employment Requirements:

- Current unrestricted Idaho RN license
- Current Healthcare Provider level CPR card
- Proof of immunity for MMR, Varicella, Hepatitis B, Tetanus, Diphtheria, Pertussis, COVID 19, yearly flu, COVID Vaccine, and screen for Tuberculosis.
- Master's degree in Nursing or enrolled in a Master's program with completion within 3 years of employment.
- Limited Occupational Specialist Certificate within 1 year and Advanced Occupational Specialist Certificate within 3 years of employment

Office Hours:

Each full-time faculty member is expected to schedule a minimum of five office hours per week in order to meet the needs of the students. At the beginning of each semester, faculty will prepare an instructor's schedule and post the schedule outside the faculty member's office. A copy of the schedule is given to the department administrative assistant and posted on the O drive. A template is found on the O drive at Health Professions.

Mail:

Each full-time faculty member has a mailbox located in the copy room of the nursing administrative suite. Most correspondence is through email. Faculty are required to monitor their email each day of the work week for important communications.

Email can be accessed on or off campus via CEI website and going to the faculty tab. Then accessing email from the menu.

Classroom and Office Supplies:

Many classroom and office supplies are kept in the supply closet within the department. College lab supplies are stored in the storage cabinets of the lab. If other supplies are needed, faculty must contact the administrative assistant or the

clinical lab coordinator. All simulation supplies will be ordered through the simulation coordinator.

Computer Assistance:

Requests for technical assistance should be sent via an e-mail message to the IT Help desk. (helpdesk.it@cei.edu). If the need is emergent, please call the IT call line at 208-535-5444.

Faculty Absence:

Faculty who are ill or unable to make a clinical assignment must notify the Clinical Coordinator as soon as possible. With the Clinical Coordinator, faculty will try to arrange for a clinical substitute. If no one is available, the Clinical Coordinator will notify the facility and students of cancelled clinical. Alternate clinical assignments such as research paper, case studies, Swift River assignments, or other approved assignments may be substituted. Clinical lead faculty will be responsible for arranging alternate assignments.

In the event of a planned absence, arrangements must be approved in advance by the Nursing Program Administrator and/or the Dean of Health and Human Services.

Faculty who are ill or unable to attend their scheduled office hours must notify their Nursing students and the Nursing Administrator as soon as possible. Faculty are required to have backup assignments to meet weekly outcomes. Faculty will then be required to report this on their timecard for the pay period.

Dress Code:

The purpose of a dress code is to allow employees to work comfortably while projecting a professional image to students, coworkers, and community stakeholders. The dress code for the Nursing Department is business casual. Friday's are casual and faculty may wear denim jeans if appropriate, with a CEI branded top. Denim jeans must not have extreme holes or frayed edges.

Faculty attire in the clinical setting should be professional and appropriate and include proper identification. Faculty may wear professional attire or scrubs with a recommended white scrub coat with CEI logo on it. CEI logo white scrub coats are ordered through administrative assistant upon hire.

Grooming standards in the clinical setting mirror the students' standards. This includes the standards on hair (including hair color), makeup, facial hair, nails, jewelry, and visible tattoos.

Clinical Faculty Compliance Items:

Any clinical faculty/faculty with a presence in hospital settings must remain in compliance with the same standards as required for the students (see requirements listed in MyClinicalExchange).

Reimbursement for Clinical Expenses and Local Travel:

Faculty should keep accurate records of mileage to and from the assigned clinical areas outside of the Idaho Falls area. At the end of each month, faculty must complete a Reimbursement Travel Form obtained from the shared drive under forms and publications. The procedure for claiming mileage will follow the CEI procedure.

Faculty Teaching Responsibilities:

Faculty responsibilities include:

- Planning student learning activities to meet course objectives
- Clearly articulating expectations for teaching/learning
- Assessing student learning
- Mastering course material and presenting in stimulating and creative ways
- Selecting and evaluating textbooks and other academic resources
- Providing timely feedback on student assignments (within 2 weeks)
- Facilitating student remediation or tutoring
- Making appropriate referrals for students experiencing difficulty
- Revising and updating courses as needed
- Maintaining records of class attendance
- Sharing and collaborating with colleagues
- Developing a plan for ongoing professional development

- Participate in course evaluations and adjustments as appropriate
- Have at least 80% of students participate in course evaluations

Faculty Assignments Other Than Teaching:

In addition to teaching and clinical supervision, the faculty is responsible for assisting the Nurse Administrator/Chair in the smooth functioning of the Nursing Department. Other activities may include but are not limited to:

- Attending CEI college wide meetings.
- Attend faculty meetings
- Counseling pre-nursing and in-program nursing students
- Selecting textbooks and requesting through the Textbook coordinator
- Attending and participating on assigned College and Nursing program committees.
  - All faculty are required to be on a committee:
    - Accreditation, or
    - Curriculum
- Knowing and enforcing the policies of the College and Nursing Department
- Spend a minimum of 10 hours of service per year attending and volunteering for College functions to include student recruitment and participating in student and community activities
- Assist with the skills days at the beginning of the semester
- Maintain a _minimum_ of 5 open office hours per week
- Keep their gradebook up to date (within 2 weeks) and post both grades and outcomes on time.
- Maintain active certifications and keep clinical paperwork up to date if required to go to clinical for class.
- Participate in accreditation
- Achieve their limited advanced CTE (Career and Technical Education) certification within 1 year of hire.
  - Maintain current CTE certification
  - Obtain CTE certification within 3 years of hire.
- Attend RN, PN pinning, and graduation.
- Follow the faculty Scholarship Standard
- Maintain knowledge of and utilize the standards and procedures outlined in the nursing student handbook.

Faculty Scholarship Standard:

The CEI Nursing Department has chosen to keep the Faculty Scholarship Standard aligned with the Idaho State Board of Nursing's Licensure Renewal process as of 2022. At this date, the Idaho State Board of Nursing requires an LPN or RN to accomplish at least 2 of the learning activities in the practice, education, or professional engagement sections described below, within the 2-year renewal period.

The practice section options are to obtain a specialty certification or one hundred hours of practice or simulation practice, paid or unpaid, in which the nurse applies knowledge or clinical judgement in a way that influences patients, families, nurses, or organizations.

The education section options are fifteen contact hours of continuing education, e-learning, academic courses, nursing-related in-service offered by an accredited educational institution, healthcare institution, or organization. (a contact hour equals no less than fifty minutes). OR completion of a minimum of one semester credit hour of post-licensure academic education relevant to nursing, offered by a college or university accredited by an organization recognized by the U.S. Department of Education. OR Completion of a Board-recognized nurse refresher course or nurse residency program OR Participation in or presentation of a workshop, seminar, conference, or course relevant to the practice of nursing and approved by an organization recognized by the Board to include, but not limited to: a nationally recognized nursing organization; an accredited academic institution; a provider of continuing education recognized by another board of nursing; a provider of continuing education recognized by a regulatory board of another discipline; OR A program that meets criteria established by the Board

The professional engagement section options are to be an acknowledged contributor to a published nursing-related article or manuscript; OR teaching or developing a nursing-related course of instruction; OR Participation in related professional activities including, but not limited to, research, published professional materials, nursing-related volunteer work, teaching (if not licensee's primary employment), peer reviewing, precepting, professional auditing, and service on nursing or healthcare related boards, organizations, associations or committees

Along with the above stated requirements faculty must complete at least 5 CEU's per year that align with their teaching specialty to improve their teaching and classroom experience for students, as well as maintain expert knowledge in the most current practices and information.

Faculty will be responsible for providing proof of completion and turning in a digital and hard copy of the completed scholarship activities to the administrative assistant to be placed in the employee file.

Class and Classroom Scheduling:

Each semester courses are planned in conjunction with the faculty as much as possible. Semester course scheduling is done during the first month of the previous semester. Scheduling of classrooms for courses are done at the same time. If additional rooms or computer labs are needed, that scheduling is done through the program administrative assistant.

Faculty Evaluation:

Faculty members are evaluated on an annual basis by their individual division managers and in conjunction with the program Chair. Faculty are responsible to see that a minimum of one course each semester is evaluated by students. Faculty must plan a minimum of three SMART goals for each academic year and progress will be formally reviewed during the evaluation. Faculty will also be required to bring evidence of compliance with Nursing Scholarship Standard as well as College of Eastern Idaho campus service to their annual evaluation.

Each semester, Faculty Members are evaluated by their students through course specific evaluations.

Changes to Course/Curriculum:

Course updates must go through the curriculum committee, including educational material changes such as textbooks.

Record Retention Policy:

The nursing department adheres to all institution, state and federal laws, rules, and regulations that apply to student records (http://www.cei.edu/registrar/recordsretention-schedule). A file for each student actively pursuing the nursing major is kept in a secure location and access is

restricted to ensure that the records are not accessed, modified, or released by any person not authorized to do so. Individual faculty maintain course specific assignments in a secure location. These files are kept until the student graduates and are then destroyed.

Meeting Minutes:

Each official nursing committee meeting is expected to record minutes. If someone besides the administrative assistant takes minutes, the minutes must be sent to the administrative assistant who will upload them to the appropriate folder on the O drive.

Security:

The college has a contract to have security on campus when students are on campus. For emergencies first call 911 and then notify campus security at 208-604-4597. If you see something concerning, please notify security. To access the campus after hours, please call security and let them know where you need to access so they can meet you there. You must have your campus identification to verify to security that you can be given access.

Confidentiality:

Family Education Rights and Privacy Act (FERPA)

The nursing department follows the guidelines established under the FERPA. This policy is about maintaining student privacy. To avoid violations of FERPA rules, the faculty should not:

- Use student social security numbers
- Provide information or materials to students that allows them to see the work of other students
- Circulate a printed class list with student name and social security number
- Discuss the progress of any student with anyone other than the student without the express consent of the student through a FERPA release, including parents and/or spouse.
- Provide student schedules except as required by a clinical facility

- Share student email addresses, phone numbers, or home addresses

Health Insurance Portability and Accountability Act (HIPPA)

> The HIPAA Privacy Rule creates national standards to protect individuals' medical records and other personal health information. All verbal, electronic, and written information relating to patients/clients and contracted agencies is considered confidential and is not to be copied or discussed with anyone. Information may be disclosed only as defined in HIPAA guidelines. Any breach of confidentiality will result in disciplinary action, up to and including possible dismissal from the program.

Grade Requirements:
There are Three Different Requirements which the student must achieve in order to pass nursing courses:
1. First – an overall percentage of 77% or above is required in each of the nursing courses.
2. Second – students must earn a 77% average on the test component of each nursing course.
3. **Third – students must pass the clinical/skills component of each course, regardless of grade in the theory component. Some courses are Pass or Fail, others require a 77% or higher average. A failure of the clinical component will result in a failure in the course.

Grade expectations for letter grades assigned:
An "A" student demonstrates the following:
- Attends all clinical assignments
- Attendance at all classes
- Always prepared for class including reading assignments/adaptive quizzing
- Demonstrates interest by asking questions
- Finds out what they do not understand
- Possesses determination and self-discipline
- Demonstrates intelligence, insight, and creativity
- Utilizes critical thinking in processing nursing problems
- Consistently functions with little or no guidance, except in very complex situations
- Demonstrates outstanding performance of nursing care
- Is consistently self-directed in their approach to learning

- Achieves high test scores
- Always displays professionalism

A "B" student demonstrates the following:
- Rarely absent from class or clinical
- Prepared for class including having assignments done
- Willingness to participate and demonstrate interest
- Positive attitude and generally completes assignments on time.
- Generally functions satisfactorily with minimum guidance in the usual clinical situation
- Demonstrates above average performance of nursing care
- Usually displays professionalism

A "C" student demonstrates the following:
- Meets minimum requirements for the nursing program
- Functions safely with a moderate amount of guidance in the usual clinical situation.
- Demonstrates average performance of nursing care

Nursing Department Grading Scale:

Grade	Points Percentage
A	100-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	63-66%
D-	62-60%
F	59-0%

A grade below 77% is <u>not</u> a passing grade in any nursing course. There is no rounding up of grades.

Section II: Student Standards and Procedures

See Nursing Student Handbook. All faculty are required to be aware of and hold students to those standards.

Testing Policy

Students are required to successfully complete assigned tests as outlined in the course syllabi. Tests will be given online and taken through ATI with the exceptions of closed testing centers, unexpected ATI or computer issues, or if instructors feel it is necessary for an alternative testing style. Nursing school is highly structured around tests and students' ability to apply knowledge to situations. The purpose of this is to help prepare students to enter the practicing field and also to prepare them to pass the National Council Licensure Examination (NCLEX). The exception to this is ARN 265, which may use Canvas and Honorlock. The following are testing policies adhered by all faculty:

1. All Didactic content tests will be timed. Students will be given 1.5 minutes per question. If the majority or an entire test is a medication/calculation test, then students will have 2 minutes for every question. A test that includes essays will be given an additional 5 min per essay question. Time adaptations may be applied to students in the first half of the program based on faculty preference.
2. All tests will be a minimum of 40 questions (unless essay type test) and a maximum of 180 questions long.
3. Students may not be allowed to backtrack on tests. Instructors can enable backtracking if they feel it is necessary for the test or if the test is issued via Proctorio/Honorlock.
4. Tests will be open for at least 3 days outside of class.
5. Students are responsible for their learning and are required to take all tests. Makeup tests are not allowed unless the student receives situational approval from the instructor. If approval is allowed and the test was missed for a non-extenuating circumstance, students will receive a 25% grade deduction on that test.
6. Each test will have at least 20% of the questions that are higher level questions (NGN (Next Generation NCLEX) NCLEX style questions). Adaptations, with a minimum of 10% that are higher level questions (NGN NCLEX style questions) may be applied to students in the first half of the program based on faculty preference.

7. Every test will be analyzed by individual course instructors for validity and reliability. If a question is found to be unsound or unreliable, then all students who had missed that question will receive a point for that question. If the test is found to have multiple, equally correct answers, the instructor will accept all equally correct answers. If a question is found to be difficult but meets test standards, extra credit may be given. All changes to test questions will be completed within one week of the test closing date. Applied changes to test will not elevate students' scores greater than 10%.
8. Instructors reserve the right to decide if they want a class test review and how they administer it. See syllabus for further instructions.
9. Any final test administered in the program that is not an ATI test must be vetted by 2 faculty members prior to the administration of the test, and if a post-test analysis results in a change of scores, this analysis must also be vetted by 2 faculty members (usually the course instructor and another subject expert).

See Nursing Student Handbook for any additional late or missing test requirements.

Course Failure Notice to Students:

Once it is statistically impossible for a student to pass a course, the instructor should send the Notice of Course Failure letter located under "templates" in the O-drive. Send the completed letter as a PDF attachment of an email to the student. Also attach a current copy of the Nursing Student Handbook. Please cc both Co-Administrators and both Administrative Assistants (HHS (Health and Human Services) and Nursing.

Maxient

Faculty should document interactions/meetings with students in Maxient. All student warnings, success contracts, and other student concerns must be placed in Maxient. If Maxient has not been built out for these interactions, send all documentation to the Co-administrator, who will forward it to the appropriate person who can input it into Maxient.

Nursing Faculty Orientation Program:

All newly hired nursing faculty will be provided with a campus and nursing program orientation. This orientation includes meetings with administrators and representatives from all divisions, student services, and other resource areas. In addition to a complete orientation to the Nursing Program and new faculty responsibilities, an ongoing mentoring program for faculty continues for at least one year. Each new faculty will be assigned to a seasoned faculty member as their mentor.

The following is an orientation checklist that must be completed and turned into the Administrative Assistants office for placement in their personnel file.

Nursing Faculty Orientation Checklist

Name: Start Date:

Overall Information		
	Signature	Date
Contract signed		
New employee benefit orientation completed		
Issued Name Badge		
Issued Keys		
Oriented to Time sheet		
Mailbox		
Staff recourses & relevant phone numbers		
Parking		
Tour of CEI campus		
Safe College Training		
Review of Faculty in-service dates		
Access to Technology		
Computer Access		
CEI.edu email setup		
Orientation to Outlook Calendar		
Orientation to phones system		
Orientation to Jabber		
Orientation to Shared and personal Drives		
Accessing the helpdesk		
LMS access		
Course setup on LMS		
Testing/Test bank		
How to post a test on LMS and posting to Testing Center		
Evolve/Davis (Textbook resource) access		
ATI access		
Orientation to Self Service		
Orientation to Fast Info		
Orientation to Help Desk Tickets		
Review of copy machine, copy codes, and scan to email function		
Orientation to SMART classroom		
Orientation to PowerPoint		

Orientation to setup email/phone when out of office		
Faculty		
Introduction to Nursing Faculty		
Assigned Mentor: Name_____		
Assigned course(s) of Instruction Course(s):_____		
Review of schedule for course(s)		
Create/update course syllabi Include course schedule for Semester		
Orientation to the EPSLOs, course outcomes, and program scope and sequence		
Create and post Personal Daily Schedule		
Review of important Dates (withdrawal, 5th and 10-day attendance, Midterm, Final grades, Etc.)		
Graduation requirements/attendance for faculty		
Review of Nursing pinning requirements/attendance for faculty		
Orientation to CEI Nursing Skills Lab		
Orientation to CEI Nursing Simulation Lab		
Orientation to workload policy		
Orientation to Nursing faculty policies		
Orientation to CEI student handbook		
Orientation to CEI Nursing student handbook		
Review expectations for CTE Certification		
Submit clinical paperwork (if instructing in a clinical setting)		
Orientation to advising		
Introduction to committee assignment		
Review of skills day expectations		
Review of Faculty College service expectation		
Review of open office hour requirement		
Review of Gradebook requirements		
Review end of semester course outcomes		
Orientation to how to login and request resources for Elsevier		
Checklist Completed		

Signature_____   Date
Completed:_____

Checklist to Prepare for Upcoming Semesters and Weekly Lecture

Task	Due Date	Completed
At The start of the Semester		
Carefully review Syllabus and make sure class dates, course information, and due dates are all correct	Monday before school starts	
Email Rebecca Killian and Lachelle Christensen (Admin Assistant) a copy of your Syllabus	Monday before school starts	
Fill out your weekly register blast for the testing center	First week of school	
Set up your LMS (Learning Management System) course. Create your weekly folders with expected assignments for the 16-week semester. (Make sure the information is correct)		
Weekly		
Prepare your weekly lecture. Be sure to review the content and update what needs to be updated. Study the topics that you do not understand to ensure your ability to answer questions. If you do not know the answer, tell students "That is a great question, I will get back to you with the information" and email them following class or have the class race to google and find the answer.	Weekly before class	
Review your daily outcomes for the course and ensure you are meeting them as you prepare your lecture.	Weekly before class	
Prepare props needed for the lecture	Weekly before class	
Review your test and make sure it is correct and does not need to be updated.	Weekly before class	
Upload and Post your test in LMS	Before it is scheduled to open	

Review the test and lecture again and ensure you are covering the content to meet the daily outcomes as well as testing content.	Weekly before class	
Update your lesson plan as needed	Weekly before class	
If you are planning on giving a study guide or notes, post them before or following class	Following class	
Once the test closes and is completed by all students, review the test looking at the statistics overall and of each question ensuring you covered the information. If there are any questions that need to be thrown out, more than one answer is clearly correct, or need to be given as extra credit, update the test and post overall statistics for students (pre-changes and post changes). Usually no more than 2-3 questions per test, sometimes up to 5.	Before the following Class	
Respond to student emails within 24 hours	Daily	
Grade ATI and other assignments promptly	Make sure you grade book is up to date at least weekly	
If you are giving students participation points add them after each lecture	Weekly	
Follow up with students on missing/late assignments (25% grade deduction for each day late) All assignments must still be turned in in order to be eligible to take the ATI final at the end of the semester	Weekly	
Contact Clinical Instructors weekly if there is a clinical component to your class to see if there are any concerns with students in clinical setting.	Weekly	

Plan to proctor the ATI Assessment at the end of the semester (if applicable). Talk to Matthew Douglass about what you need to do to proctor it.	Last couple weeks of the semester.	
Complete "trifecta" Course Analysis and submit by email to Jacob Taylor and Lachelle Christensen prior to leaving on break.	Last day before break.	

CEI Nursing Faculty Workload Policy

Full Load is 11-12 load hours. Each load hour equates to about 3 hours per week of work

- Lead Faculty for Clinical oversight 0.25 load hour
    - Work with clinical coordinator and simulation coordinator to complete clinical schedule for group
    - Update paperwork with the team
    - Work with clinical coordinator to make sure clinical paperwork for course is turned in and sent to facility
    - Oversee adjunct assigned to course
    - Communicate with clinical coordinator to ensure compliance with hospital clinical site, faculty, and adjunct faculty
    - Work with clinical coordinator and lab coordinator to arrange orientation/skills day for course with lab coordinator
- Lead Faculty for a course 0.25 load hours
    - Lead faculty will work with other faculty in different sections of the course
    - Lead faculty may be assigned to oversee an instructor who does not currently have their MSN.
- Lab & Simulation is 0.75 Load hours per hour in lab/simulation if course lead
- Clinical is 0.5 load hours per hour in clinical
- Lab & Simulation 0.5 load hours per hour in the lab if helping (not course lead)
- 1 load hour per credit taught
    - Additional 0.5 load hours for classes with 25 or more students
    - Additional 0.75 load hours for classes with 35 or more students
    - Additional 1 load hour for classes with 45 or more students
- Faculty Mentor 1 load hour first semester and 0.5 load hour second semester
- 0.5 load hour for each credit if teaching a new course (first semester)
- 0.25 load hour for each credit when updating course with new edition of book or new book (1 semester)
- 0.25-0.5 load hour for each credit of the course if creating an online course
- Faculty may be assigned workload to tutor students
    - Faculty may not tutor students for their individual courses

- Faculty may be assigned workload for advising student leadership opportunities/clubs
- Pre-student advising 1.5 load hours
- Simulation Coordinator 4 load hours
- Skills Lab Coordinator 4 load hours
- Assistant Clinical Coordinator 4 load hours
- ATI/Bookstore coordinator 0.5 load hour
- 1 load hour for Accreditation committee chair.

Changes to the workload policy must be approved by the Dean of Health and Human Services.

Nurse Chair/Co-Administrator

In addition to/aligned with the responsibilities of the Co-Administrator, functions as the nursing Chair. This summary is below.

Summary of Position

The Nursing Department Chair is a professional educator whose primary responsibility is to provide leadership in maintaining and promoting a high-quality nursing educational program that is responsive to transfer education, employer needs, and the qualities of an educated citizenry in the Nursing Department. Constant efforts to improve instruction, student relations, relationships with clinical partners, and student retention are expected. This position is responsible for the budgetary needs and health of the entire department. This position also carries an expectation of an 11-month Faculty Employment Agreement.

Chair Duties and Responsibilities

1. Oversees all faculty and staff within the Nursing Department and the distribution of appropriate immediate supervision to other leaders within the department.

2. Performs yearly evaluations of nursing leadership and other faculty and staff within the department who are assigned to the department chair. Oversees and trains other supervisors within the department to ensure all assigned faculty and staff have timely and fair evaluations performed by their supervisor.

3. Works with department supervisors performing evaluations to develop corrective action plans for faculty who aren't meeting expectations or those who require progressive discipline. The nursing department chair will make final decisions with the help of the Human Resources Department as to disciplinary actions taken against any nursing faculty or staff.

4. Serves as the lead administrator for faculty within the department and works to bring faculty concerns forward to the Dean.

5. Evaluates adjunct faculty performance every semester during the first year of hire, then once a year for continued assignments.

6. In consultation with the Dean, the Nursing Department Chair recommends fall, spring, and summer schedules based on current and future students' availability to take courses and program/department needs.

7. The Nursing Department Chair will decide faculty load and course assignments. They may use input from other departmental leadership in creating the faculty load assignments.

8. Serves on CEI's Academic Standards Committee and other institutional and state-wide department chair committees. The Nursing Department Chair will be the representative for CEI's nursing department in any internal or external capacity unless this is delegated to the Nursing Co-Administrator by the department chair.

9. With guidance from CEI leadership, the Nursing Department Chair guides and ensures appropriate assessment and review is performed for the department, programs, and courses within their area of oversight.

10. Ascertains and communicates the nursing departments' changing curriculum needs through work with various internal and external stakeholders. Stakeholders may include CEI committees, other departments on campus, partner universities, industry leaders, secondary education partners, Department of Labor data, and statewide consortiums.

11. Prepares preliminary departmental budgets, recommends needs identified by the department in conjunction with faculty members, and conveys it to the Dean annually. These findings are based on data gathered through the program review process, enrollment numbers, and course needs.

12. Responsible for all nursing department budgeting activities including monitoring expenses and final budgetary decision-making.

13. Provides a regular flow of information from the administration to faculty and from the faculty to administration by means of regularly held department meetings.

14. Responsible for hiring, orienting, assigning faculty mentors, and training new faculty members within the department.

15. Leads all faculty and nursing leadership to maintain or acquire appropriate data related to assessment and accreditation. At least once per year, an "all faculty" session will be held by the department, on a day and time conducive to full-time and adjunct faculty attendance. These meetings may include curriculum, assessment, and accreditation efforts incumbent on the needs of every department of the college.

16. Directs and ensures that faculty keep current course syllabi that are reflective of current outcomes and assessment throughout the nursing department. The

nursing department chair also is responsible for ensuring syllabi for each semester is archived appropriately.

17. Oversees assessment processes within the nursing department. Ensures that course outcomes and program reviews are archived appropriately.

18. Performs other duties and projects as requested by the Dean.

Nurse Co-Administrator

Job Summary

The Co-Administrator is responsible for planning, organizing, teaching, and leading all aspects of the nursing department to include internal and external customer service, student concerns, staffing, and financial management operations.

This is an 11-month faculty contract position.

Typical Job Functions

- Teaches courses in the Nursing Department
- Demonstrates excellence in face to face and/or online teaching
- Works closely with the Co-Administrator in all aspects of leading the department
- Oversees nursing curriculum
- Manages and monitors multiple programmatic budgets
- Supervises assigned faculty and staff
- Works with various faculty coordinators to research, evaluate and decide on purchases of equipment for the division
- Leads faculty and staff within the Nursing program to provide cohesive teamwork and collective decision making
- Works with the Dean of Health and Human Services (HHS) and other leadership within the division to determine personnel needs and participates in departmental hiring processes
- Reviews and approves leave requests, travel requests, and time-entry
- Completes performance reviews for assigned direct reports
- Participates in Academic Standards Committee (ASC) meetings and ensures proper state paperwork for changes to programs
- Maintains specialized Accreditation Commission for Education in Nursing (ACEN) accreditation and any others that are obtained
- Assists with accreditation process for College through Northwest Commission on Colleges and Universities (NWCCU)
- Supports activities and functions of the College
- Provides leadership within the College, state, and community in promoting mission and goals of the College
- Collaborates with others campus-wide
- Responsible for developing and implementing program policies and procedures
- Maintains close communication and coordination with administration, advisory committees, students, and external stakeholders

- Meets with nursing students as issues arise and assists with intervention as needed
- Participates on committees or boards both internal and external to the college
- Organizes regular nursing advisory meetings and Technical Advisory Committee (TAC) meetings and maintains proper state documentation
- Maintains excellent relationships with clinical partners who aid the program
- Ensures important documentation is filed appropriately and available easily
- Serves on the Council of Nurse Educator Leaders, the Idaho Nurse Leaders, and other state leadership committees, as well as acting as the liaison to the Idaho Board of Nursing
- Works with the Dean of Health and Human Services to communicate needs of the nursing department to administration
- Acts as a conduit for information from administration to the faculty and back
- Performs miscellaneous job-related duties as assigned

Nursing Course Lead

Purpose of Position

To provide primary responsibility for coordination and educational leadership of an assigned nursing course.

Principle duties and responsibilities may include, but are not limited to:

- Update and maintain course objectives as decided upon by curriculum committee.
- Inform nursing faculty in charge of book orders of correct textbook to be used.
- Keep course description current in catalog and other pertinent informational areas.
- Coordinate simulation activities with Simulation Coordinator for all courses.
- Schedule standardized testing and remediation according to program policy.
- Orientation of new faculty to the course.
- Participate in course outcome evaluation every semester.
- Maintain communication with faculty teaching additional clinical and or didactic sections to ensure course consistency.
- Ensure course documents are maintained according to CEI policies and ACEN expectations.
- Connect with team members for routine progress of the semester.
- Communicate faculty responsibilities related to student achievement of course objectives.
- Communicate with nursing program director and document any pertinent student information/behavior.
- Disseminate information to course faculty and students as necessary.
- Complete reports related to course content and activities as requested by program director and/or nursing committees.
- Perform other duties as assigned.

Nursing Faculty

Purpose of Position:

To provide instruction to students in the Nursing Programs at College of Eastern Idaho.

Principle duties and responsibilities may include, but are not limited to:

- Maintain current unencumbered Idaho RN nursing license.
- Participate on a minimum of one nursing program committee
- Attend faculty meetings and other committee meetings as assigned.
- Advise program and pre-program students
- Provide 10 hours service/year to college wide events and activities.
- Participate in skills days at the beginning and end of semester.
- Attend pinning and graduation unless prior approval from Nursing Director and Dean.
- Participate in development, evaluation, and modification of program's curriculum.
- Participate in maintaining ACEN accreditation by providing appropriate data.
- Maintain student and program records in accordance with the policies of the College and Nursing Program.
- Mentor new faculty
- Keep certifications, immunizations, and CPR current.
- Post schedule including class time, clinical, simulation, lab hours. Including the minimum 5 open hours of office time available to students for consultation.
- Attain limited occupational certificate within one year and advanced technical occupational certificate within 3 years as per Idaho State Department of Career and Technical Education.
- Perform other duties as assigned.

Didactic (if applicable)

- Instruct students in the classroom setting and/or online.
- Assist with planning course schedule.
- Assist course lead with preparation of course syllabi and related materials.

- Implement the course objectives as developed by the program's curriculum committee.
- Maintain up-to-date and in-depth knowledge of course content.
- Apply knowledge and skills obtained from workshops, seminars, conferences, literature review, and other instructional-related activities to the classroom experience.
- Use feedback from student evaluations to identify and implement professional development needs and to improve teaching effectiveness.
- Communicate with students regularly and timely as necessary.
- Assign and report a grade for each student assignment within two weeks.
- Have final grades and outcomes posted as per policy and dates.

Clinical (if applicable)

- Teach students in the clinical setting.
- Select assignments for one or more groups of students and guide them in correlating and integrating client care learning experiences with classroom instruction.
- Evaluate opportunities for clinical experiences in each clinical facility.
- Communicate promptly with clinical coordinator to report student absences, student behavior/progress, and unusual occurrences.
- Assess student performance in the clinical setting according to nursing program evaluation methods.
- Uphold current standards of nursing practice as established and required by clinical facilities, state regulatory agencies, and accrediting bodies.
- Assure students are following medical and legal requirements while participating in clinical experience.

Nursing Clinical Lab Coordinator

Purpose of Position:

To coordinate utilization of the nursing skills laboratory, maintain nursing skills laboratory facilities and equipment, and assist faculty with skills laboratory learning experiences.

Principle duties and responsibilities may include, but are not limited to:

- Schedule use of clinical space for laboratory activities.
- Identify objectives for laboratory activities, evaluate usage of the laboratory, determine methods for maximizing use, and establish nursing skills laboratory standards and procedures.
- Prepare a semester calendar that provides for maximum utilization of laboratory facilities in collaboration with faculty and part-time instructors.
- Prepare an annual report for the Nurse Chair/Co-Administrators and other college needs on lab usage data (hours and students served), inventory, condition of supplies, equipment, etc.
- Assume responsibility for all aspects of equipment management in the nursing skills laboratory.
- Perform the necessary routine maintenance and repair on training equipment to ensure longevity and proper functioning of all equipment.
- Maintain a master listing of all equipment.
- Obtain faculty input to determine supply needs for each nursing course
- Assure purchase of needed laboratory supplies and equipment.
- Collaborate with the Nurse Chair/Co- Administrators and Health Professions Administrative Assistant when ordering supplies to ensure cost effective purchases and staying within budget.
- Assist faculty in orientation to supply location and help set up for skills lab learning experiences.
- Maintain the laboratory in readiness for independent skills practice, skills demonstration, and skills testing.
- Serve as resource person to faculty in skill practice and equipment usage.
- Distribute specific skill supplies to students for practice.
- Aid faculty with skills checkoffs.
- Schedule skill practice and assist students in the laboratory during practice.
- Provide in-services to faculty for new equipment or other learning resources.

- Provide and participate in remediation of students on various nursing skills as needed.
- Maintain the cleanliness of lab and supply rooms; organize supplies, keep counters clean and bare, maintain cleanliness of equipment and mannequins.
- Dispose of non-usable items through proper processes.
- Oversee lab employees.
- Performs/assists with yearly evaluations and weekly timecards for part-time instructors working in the clinical skills lab.
- Assists in hiring part-time instructors for the clinical skills lab.
- Other duties as assigned.

Nursing Simulation Coordinator

Purpose of Position:

Coordinates activities and functions of the nursing simulation lab to ensure that goals and objectives specified for each clinical section are accomplished in accordance with established guidelines.

Principle duties and responsibilities may include, but are not limited to:

- Participate with and assist faculty in the development, implementation, and integration of simulation activities for nursing students.
- Provide leadership for the processes of purchasing simulation equipment and supplies.
- Work collaboratively with the Nursing Administrator and Health Professions Administrative Assistant to manage the simulation lab budget.
- Maintain unit documents and financial data.
- Work with IT to obtain, install and maintain clinical simulation software and equipment.
- Serve as faculty to students in teaching scenario/learning situations of nursing skills, simulations and debriefing sessions.
- Train faculty, support staff, and students in selected technical aspects of simulation.
- Serve as primary contact for Simulation Technician and oversee duties in the simulation lab.
- Provide ongoing professional development for faculty who use the simulation lab in best practice, new equipment, and updated software programs.
- Participate in or lead tours of the simulation laboratory.
- Serve as primary contact for outside organizations and departments seeking information about nursing simulation.
- Provide instructional support in the simulation lab for students and faculty to improve competencies and skills in meeting course objectives through simulation.
- Develop and conduct evaluation of the effectiveness in providing simulation learning.
- Schedule and help coordinate simulation activities for each nursing course.

- Provide input to the Nurse Administrator/Chair for long-range planning for simulation in nursing education.
- Stay current with developments in simulation technology and learning theory.
- Maintain and update simulation lab to include, but not limited to: identifying software, supply and equipment needs, monitoring simulation equipment, and troubleshooting and resolving problems.
- Maintain records of all simulation activities including, but not limited to; numbers of students participating; numbers of faculty participating (including hours involved in the simulation lab); and videotapes of simulation events per simulation lab policy.
- Participates in special projects and functions.
- Maintain lab cleanliness to include but not limited to; mannequin cleaning, lab room organization and cleaning, and work room cleanliness.
- Develop and update policies and procedures needed for the simulation lab.
- Does/assists with yearly evaluations and approval of weekly timecards on full time staff and part time employees working in the simulation lab.
- Assists in hiring adjunct employees for the simulation lab.
- Perform other duties as assigned.

Nursing Clinical Coordinator/Assistant Clinical Coordinator

Purpose of Position:

Coordinates schedules, activities, and functions of the nursing students in their clinical rotations to ensure that goals and objectives specified for each clinical section are accomplished in accordance with established guidelines.

Principle duties and responsibilities may include, but are not limited to:

- Works with clinical partners to schedule clinical experiences for nursing students throughout the program in their specific format.
- Works with Simulation Coordinator and prepares clinical schedules for students and disperses schedules to students in a timely manner.
- Works with Lab coordinator and lead instructors to establish schedule for skills day.
- Works with faculty who have a clinical component in their didactic section to ensure clinical hours and objectives are being met.
- Communicates with educators at various clinical rotations, maintaining standards and relationships.
- Ensuring clinical coverage.
- Works with students and faculty on scheduling clinical makeup as needed per P&P.
- Serve as resource person to faculty and adjunct with clinical related questions.
- Communicate any updated information needed for clinical to students and faculty.
- Work with faculty and adjunct to update clinical paperwork.
- Ensure proper orientation of clinical sites to new clinical instructors.
- Work with clinical partners, faculty, and adjunct to schedule clinical orientations.
- Oversees adjunct Clinical employees.
- Works directly with Health Care Administrative assistant to ensure all requirements stay up to date for faculty, students.
- Understand, update, and maintain schedules on "My Clinical Exchange."
  - Point of contact for "My Clinical Exchange.'
- Does/assists with yearly evaluations on Part time clinical instructors.
- Assists in hiring adjunct employees for clinical.

- Other duties as assigned.

Preceptorship Principal duties and responsibilities may include, but are not limited to:

- Survey students about placement for clinical preceptorship
- Work with clinical partners to ensure clinical slots for full time clinical rotations for each student.
- Work with faculty to determine proper placement for clinical preceptorship experiences.
- Work directly with preceptors on requirements for students
- Educate students on requirements of Clinical preceptorship experience
- Visit each student/preceptor at least once per clinical rotations
- Evaluate students and places grades in a timely manner
- Be on call for preceptors/students 24/7 during weekdays/weekends if issues arise
- Other duties as assigned.