



**DEPARTMENT OF HEALTH SCIENCES**  
**GRAND JUNCTION, CO**

**PRACTICAL NURSING PROGRAM**  
**SELF-STUDY REPORT**

## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b>	<b>4</b>
<b>STANDARD ONE: MISSION AND ADMINISTRATIVE CAPACITY</b>	<b>17</b>
<b>STANDARD TWO: FACULTY AND STAFF</b>	<b>28</b>
<b>STANDARD THREE: STUDENTS</b>	<b>36</b>
<b>STANDARD FOUR: FACULTY</b>	<b>52</b>
<b>STANDARD FIVE: RESOURCES</b>	<b>74</b>
<b>STANDARD SIX: OUTCOMES</b>	<b>80</b>
<b>APPENDICES</b>	<b>85</b>
<b>SEP</b>	<b>176</b>

**Intentionally Left Blank**

**Section 1:**  
**Executive Summary**

## **Executive Summary Colorado Mesa University**

**Date of Visit: Oct 23-25**

**Purpose:** Continuing Accreditation

**Program Type: Practical Nursing Program (PN)**

**Name and address of the governing organization:**

Colorado Mesa University  
1100 North Avenue  
Grand Junction, CO 81501

**Chief Executive Officer:**

Timothy Foster JD, President  
1100 North Avenue  
Grand Junction, CO 81501

**Name of governing organization's accrediting body and accreditation status:**

The Higher Learning Commission of North Central Association of Colleges and Schools  
Full Accreditation

Last Review 2013-2014, Next Review 2023-2024

Report can be found at:

<https://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1055>

**Name and address of nursing education unit/program:**

Department of Health Sciences  
Moss School of Nursing  
1100 North Avenue  
Grand Junction, CO 81501

**Name, credentials, title of the administrator of the nursing education unit:**

Dr. Lucy Graham PhD, MPH, RN  
Director of Nursing Education Programs  
1100 North Ave  
Grand Junction, CO 81501  
lgraham@coloradomesa.edu  
970-248-1783

**Name of State Regulatory Agency:**

Department of Regulatory Agencies (DORA)  
Colorado State Board of Nursing

Full approval

PN last review July 2008 (in resource room)

Next review- Reviews by state board are not required with national accreditation

**ACEN Accreditation History:**

Initial accreditation, Oct. 2014

**Length of the Program in credits and terms inclusive of essential learning and foundational courses:**

PN Program: 57 credits

Four semesters

**Number of essential learning credits:**

15 credits

**Number of foundational credits:**

12 credits

**ACEN Accreditation Standard and Criteria used to prepare the Self-Study Report:**

ACEN Standards and Criteria, 2017

## Introduction

### **Colorado and Mesa County**

Colorado is the nation's eighth largest state with a land mass of over 103,000 square miles. The U.S. Census Bureau between 2010 and 2018 projected the population to increase to 5,607,154 (ranking 21<sup>st</sup> in the nation for population), with an average population of 54 people per square mile (national average of 92 people per square mile). Much of the population resides in the eastern counties, primarily metro Denver. Mesa County is in the western portion of the state and is the fourth most extensive and the eleventh most populous of Colorado's 64 counties. Approximately 148,225 people reside in a 3,341 square mile area.

<https://www.gjep.org/resource-center/demographics/>

### **Colorado Mesa University (CMU)**

CMU is a comprehensive public university whose purpose is to promote the acquisition of skills as well as the discovery and application of knowledge. Students are encouraged to develop the intellectual, ethical, and aesthetic sensibilities enabling individuals to pursue rewarding careers and assume responsible and productive roles in society. CMU has been designated as a regional education provider with the responsibility of meeting the educational needs for 14 Western Slope counties (CMU Progress Report August 2015, p. 1-3; [https://www.coloradomesa.edu/strategic-plan/documents/2015StrategicPlanProgressReport\\_Final.pdf](https://www.coloradomesa.edu/strategic-plan/documents/2015StrategicPlanProgressReport_Final.pdf)). The role and mission of the institution was reenacted in 2010 by the Colorado General Assembly (CO Revised Statutes 23-53-101) and amended in 2011 when Mesa State College was renamed Colorado Mesa University. Currently CMU offers 83 majors, onsite and online programs, and a student-to-faculty ratio of 22:1.

The institution has a performance contract with the Colorado Commission on Higher Education (CCHE) articulating a commitment to the state's four strategic goals for higher education as documented in the commission's master plan available in the resource room.

1. Ensure widespread access to public colleges and universities with particular focus on the participation and success of underserved students.
2. Improve academic competencies and provide essential learning experiences.
3. Provide for the efficient and effective stewardship of resources.

4. Be a primary partner in educating a workforce that contributes to the economic development and growth of Colorado.

CMU vision & mission located in the 2019-2020 catalog at:

<https://catalog.coloradomesa.edu/about-colorado-mesa-University/overview-cmu/>. CMU celebrates exceptional teaching, academic excellence, and scholarly and creative activities that foster diversity, critical thinking, and social responsibility advancing the common good of Colorado and beyond.

### **Campuses**

**Main:** CMU's main campus is physically located in Grand Junction (GJ) and encompasses 90 acres. A city of over 61,000, GJ serves as the cultural, educational, and commercial center for the region that extends to a population of over 150,000. Nestled between mountains and high-desert canyons, the area is home to some of the best outdoor recreation in the country and enjoys approximately 300 days of sunshine a year. CMU offers programs of value in the areas of civic and cultural life, research, and recreation. The institution plays an active and constructive role in improving the quality of human life and the environment. Educational services are extended to anyone regardless of age, race, color, national origin, religion, gender, disability, veteran status, or sexual orientation. Currently CMU offers programs leading to awards in four levels: technical certificates, associate degrees, baccalaureate degrees, and at the graduate level, the master's and doctoral degree.

**Western Colorado Community College (WCCC)-Tilman M. Bishop Campus:** The Tilman M. Bishop campus is the result of a partnership with CMU, Mesa County Valley School District 51, and area businesses and is the main site of CMU's two-year division. Western Colorado Community College programs serve the technical education needs of both college and area high school students.

**Montrose:** CMU's Montrose Campus, located at the base of the San Juan Mountains, provides access to a variety of associate and bachelor degree programs in a scenic, smaller community campus setting. The Montrose campus offers courses leading to the completion of selected Associate of Art (AA), Bachelor of Art (BA), and Associate of Applied Science (AAS) degree completion tracks, general education classes, and selected upper-division and graduate-level classes.

**Distance Education and Online:** CMU understands the constant challenge of balancing the pursuit of education with other life commitments. CMU offers quality online courses across the region and nation that includes graduate nursing education. Online education provides learning opportunities that enable students to create their own learning experiences through collaboration and engagement with faculty and other students in a vibrant learning community.

### **Organizational Structure**

CMU is comprised of 13 academic departments. Health Sciences is one of those departments. A campus-wide organizational chart is provided in appendix 1.2 and the Department of Health Sciences organization chart is provided in appendix 1.2a.

**Enrollment:** CMU has an academic year enrollment of more than 10,000 students; 14.8% are characterized as out-of-state; and 0.95% are international. The student population is 54% female and 46% male. Of the students served, 18.8% are classified as non-traditional students and enrolled in full-time study. Many students attend classes while working and caring for families. CMU is proud to offer evening, online, and distance educational classes allowing non-traditional and working students the opportunity to further their education and advance in their professions.

**Accreditation Status/Carnegie Classification:** CMU has been continually accredited by the Higher Learning Commission (HLC) since 1957, with the latest reaffirmation of accreditation occurring in 2017 and extending to 2024. The HLC Assurance Review 2017 documents are available in the Resource Room. Carnegie classifications are:

Undergraduate Instructional Program: Bal/SGC: Balanced arts & sciences/professions, some graduate coexistence

Graduate Instructional Program: Postbac-Prof/Ed: Post baccalaureate professional (education dominant)

### **Moss School of Nursing & Career Ladder**

In September 2012, CMU received funding from a philanthropic couple, John and Angie Moss, who have long supported the institution; the Moss School of Nursing was established in their honor.

CMU offers a unique opportunity for students that are interested in progressing through various levels of nursing licensure. Colorado Mesa University is the only program in Colorado that

encourages the student to obtain an entry level license, enter the work field, and then return for further education.

Completion of the Practical Nurse (PN) certificate allows students to progress to the Bachelor of Science in Nursing (LPN-BSN) program. Graduates from the Colorado Mesa University PN program receive preferential consideration for admission to the LPN-BSN program.

### **History of the PN program**

Western Colorado is experiencing a health care workforce shortage exceeding the national average and is experiencing population growth (with persons aged 65 and older exceeding the national average). The Colorado Center for Nursing Education was commissioned to study the nursing workforce shortage. Concurrently, a health care coalition was started in Mesa County to develop training opportunities to address the health care worker shortage. This coalition has broad based membership including a regional health care system and other stakeholders. The coalition focused on Mesa County and developed the first rung of the Health Care Career Ladder by receiving funding to establish the Certified Nurse Assistant Program. Then, in partnership with Mesa State College (now CMU), funding was secured to offer the PN program from the Delta/Montrose Vocational School (now Technical College of the Rockies) to residents of Mesa County via teleconferencing and on-site lab time. As additional funding became available and community support grew, the PN program moved to Grand Junction.

The first PN program began in 2006 with a cohort of 20 students. The program now enrolls 36 students each year. The program begins in August and is completed the following May. There are 57 credits total including essential learning, foundational, and program courses. Foundational and essential learning courses can be completed in two semesters prior to starting the program. The entire length of the program is four semesters.

### **Practical Nurse**

The PN program prepares the student to be a direct caregiver in hospitals, long-term care facilities, and ambulatory care settings. It is the student's responsibility to obtain the current admission requirements. After completion of the PN program students may apply for admission to the LPN-BSN program.

## **Summary of Standards and Criteria**

### **Standard 1: Mission and Administrative Capacity**

The mission and philosophy of the PN program and CMU are congruent. A Board of Trustees (BOT) governs CMU. Trustees are appointed by the governor and work closely with administrators and faculty to implement the mission of the University. Faculty, administrators, students, staff, and the public have access to the Board of Trustees through email. One faculty and one student trustee are elected by the University to serve as non-voting members who represent the entire faculty and students.

The Director of Health Sciences (DHS), the Director of Nursing Education Programs (DNEP), the PN Coordinator, and faculty have authority to implement the PN program. The organizational structure at CMU allows for the DHS, the DNEP, the PN Coordinator (tenured), faculty, and students to participate in the governance process. The coordinator of the PN program is involved in standing committees on the University campus. All other faculty are full-time, non-tenure tract. Faculty participate and are active in the PN program and departmental meetings. Students have adequate opportunities to participate in student activities and committees at the University. Students are given information via University email and through student representatives.

Communities of interest participate through a Nurse Advisory Council (NAC). Advice from the NAC is valued and utilized for evaluation of the program. Valued community partnerships provide and promote student access to a variety of educational experiences.

The DHS and DNEP are qualified and authorized to administer the health sciences programs. Bette Schans PhD, RT(R), FASRT was appointed as interim DHS in May of 2018. In compliance with the Colorado State Board of Nursing, Lucy Graham PhD, MPH, RN, was appointed as the Director of Nursing Education Programs in May 2018. Dr. Graham has 12 credits of release per semester for this position.

CMU policies are applicable to all faculty and are published in the CMU faculty handbook. Differences in policy are published in the PN student handbook. These differences are related to clinical agency requirements and State Board of Nursing requirements.

## **Standard 2: Faculty & Staff**

Faculty in the PN program meet the University and Colorado State Board of Nursing (CSBON) requirements. Both full-time and part-time faculty members are Registered Nurses in the state of Colorado and hold a minimum of a baccalaureate in nursing degree. Of the three full-time faculty, all hold a MSN, and one is enrolled in a Doctorate of Nursing practice program (DNP). Two of the seven part-time faculty hold a MSN degree in Nursing Education. The other five part-time faculty hold a BSN degree.

There are sufficient faculty members to support and ensure that both Student Learning Outcomes (SLOs) and Program Outcomes (POs) are achieved. The faculty workload supports faculty-teaching responsibilities. Faculty members have expertise in leadership, obstetrics, pediatrics, medical/surgical, critical care and mental health nursing. Faculty actively participate in endeavors that contribute to institutional teaching and application.

The number of support staff is sufficient to ensure SLOs and POs are achieved. There is one dedicated administrative assistant for the PN program.

All faculty members are mentored and oriented. A formal mentoring process was adopted by DHS in 2014. This process was revised in 2019. New full-time faculty participate in the new faculty orientation for the University.

Full-time and tenure-track faculty have a performance evaluation annually. Evaluation for reappointment, promotion, and/or tenure is completed in accordance with University procedures and departmental promotion and tenure guidelines. Part-time (adjunct) faculty are evaluated for pedagogical practices every semester.

There are no online classes in the PN program. All faculty and staff receive support from the technology department and the D2L learning management system team. Technology support is available for students on campus and off campus.

### **Standard 3: Students**

Students in the PN program are governed by CMU, the Department of Health Sciences, PN program and Colorado State Board of Nursing (CSBON) policies. All nursing policies are congruent with the University's policies except where noted. Differing policies are clearly written in the PN Student Handbook. Policies are readily available to students and the public and are nondiscriminatory and applied consistently. All students are notified in a timely manner of any policy changes via email and in person in the classroom.

Numerous support services are available on campus for students. Qualified staff responsible for direct student services support student success. Trained staff assist with tutoring, advising, admissions, financial aid, etc.

Policies and procedures at CMU for maintenance of student educational and financial records are in compliance with state and federal regulations. The University has a written, comprehensive student loan repayment program, and students receiving financial assistance are notified of their financial obligations and ethical responsibilities. A policy is in place to address grievances. Records of grievances are kept in the Office of Academic Affairs.

### **Standard 4: Curriculum**

The nursing curriculum is organized from basic nursing concepts to complex nursing concepts. The program integrates professional standards, competencies, and state and national guidelines. Faculty evaluate and refine the curriculum annually for rigor and currency. Curriculum decisions are based on review of literature, current practice, student, faculty and communities of interest feedback.

Achievement of SLOs are measured throughout the curriculum in every course. Every course integrates ethical, diverse, and current practices. The curriculum includes best practice standards and is guided by educational theory, interdisciplinary collaboration, and research.

Faculty use a variety of evaluation methods based on SLOs and POs. SLOs and POs are measurable and reflect established professional and practice competencies. Program length is congruent with the attainment of POs. Program length is consistent with University and state guidelines.

SLOs, POs, and evidence-based practices guide the development of learning activities, instructional methods, and evaluation. Students are exposed to a variety of clinical experiences that prepare students to be proficient practitioners. Clinical facilities are selected for optimal student experiences and their ability to support SLOs. Beginning the summer semester of 2019, a new position was filled for a Clinical Placement Coordinator (CPC). The new CPC will maintain the affiliation agreements.

### **Standard 5: Resources**

Resources are adequate to ensure the attainment of SLOs and POs. The majority of the CMU budget comes from the general fund, which is based on full-time equivalent students (FTEs). The Office of Academic Affairs distributes funds to the department heads. The DHS, in consultation with the DNEP, then allocate the funds. Further augmentation of the budget may be initiated by special funds and grant dollars. Physical resources are sufficient to ensure the achievement of the POs and meet the needs of faculty, staff, and students. All faculty have offices with a computer, telephone, and file cabinets. All resources are current for both faculty and students. Learning resources, such as the library and Learning Resource Center, are current and comprehensive. The library meets the needs of the faculty and staff through online reserve sources, classic and contemporary books, journals and bound periodicals, videos, CD-ROMS, online search engines, and full text electronic journals. Nursing faculty have input into the selection, development, and maintenance of learning resources.

## **Standard 6: Outcome**

The PN program has a functional and comprehensive systematic evaluation plan (SEP) to evaluate SLOs and POs. The SEP is evaluated annually, updated, and revised as necessary. Findings are aggregated, trended, and utilized for program evaluation and decision-making. The POs include NCLEX-PN pass rates, program completion rates, job placement rates, and employer and graduate satisfaction surveys. These findings are reviewed annually as part of the overall program evaluation. Benchmarks have been set for each of the POs. Review of the data includes the following:

- In the last five years, the pass rates on the NCLEX- PN exam have been above the national mean.
- Benchmarks for completion rates have been met for the last several years.
- Job placement rates have been above the benchmark.
- Employee and graduate satisfaction ratings have met or exceeded the benchmarks.

**Section 2:  
Standards 1-5**

# Standard I

## Mission and Administrative Capacity

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

**1.1. The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.**

Colorado Mesa University (CMU) and the PN program mission, and values are evaluated yearly to ensure congruency. Faculty minutes, located in the resource room, indicate discussion and assurance of congruency. Changes made at the University level are communicated to faculty through the DHS during leadership meetings. Leadership meeting minutes are located in the resource room. Any change is brought to the faculty meeting for discussion and to evaluate congruency.

**Table 1.1 Mission and Values CMU and practical nursing program.**

<b>Colorado Mesa University Institutional Mission and Values</b>	<b>PN Mission and Philosophy</b>
<p><b>Mission</b> Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking, and social responsibility, CMU advances the common good of Colorado and beyond.</p>	<p>The program prepares graduates having met state licensure requirements to practice in a collaborative manner as a:</p> <ul style="list-style-type: none"> <li>• provider of care</li> <li>• manager of patient care</li> <li>• member of the discipline</li> <li>• lifelong learner</li> </ul> <p>This Certificate of Practical Nursing program is designed to respond to the emerging health care needs of individuals, families, and groups and provide a foundation for excellence in nursing practice. Practical nurses are an integral component of the nursing profession and are accountable for the ethical, personal, and professional standards that guide their delivery of care.</p> <p><b>This program prepares</b> a proficient practitioner who is prepared for entry into practice to function</p>

## Values

High quality education in a student-centered environment;

- Small class sizes and high level of student/faculty interaction;
- A learning environment that develops and promotes the skills of inquiry, reflection, critical thinking, problem-solving, innovation, teamwork, and communication in students;
- Student choice in academic programming that prepares future leaders to function;
- Student choice in academic programming that prepares future leaders to function as productive and responsible members of a global society;
- Opportunities that engage students in applied learning;
- A faculty recognized for their professional expertise and quality of instruction;
- A staff committed to the highest quality of service to the University community;
- An attainable, accessible post-secondary experience for students in and outside of western Colorado that emphasizes continuous improvement;
- An attainable, accessible post-secondary experience for students in and outside of western Colorado that emphasizes continuous improvement;
- A vibrant and varied campus setting that values diversity and diverse activities, and encourages involvement and interaction outside the classroom;

as a technical nurse and interact with individuals in a caring manner. Graduates are able to practice safe, ethical, noncomplex bedside nursing in a structured health care environment under the direct supervision of a registered nurse. As a health care provider, this individual is concerned with the promotion of well-being of the individual and is respectful of the dignity, worth, and autonomy of each person. Additionally, this person appreciates the value of advanced education in terms of personal and professional growth.

## Philosophy (Values)

The **philosophy** of the PN program is consistent with the general purposes of liberal education at CMU. The program prepares a proficient practitioner who values the lifelong process of self-evaluation, self-acceptance, and learning, which supports the ongoing attainment of clinical skills. The primary role of the entry-level graduate of the program is to provide nursing in a caring manner in structured health care settings for individual patients who are experiencing common, well-defined health problems with predictable outcomes. This is achieved through supervised clinical practice founded upon basic nursing theoretical concepts and introductory content from the various sciences. These experiences provide a foundation for advancing through the career ladder.

Each **learner** possesses unique experiences, interests, values, attitudes, motivations, learning styles, and capabilities that must be recognized and cultivated. Students have a responsibility to actively participate in the educational process and join faculty in planning for this approach. **Faculty** utilize alternative and traditional teaching-learning strategies, in accordance with academic requirements of the University, recognized standards of practical nursing practice, and societal expectations to enhance learner needs. Learning is achieved through progression from simple to complex concepts in an environment that is conducive to teaching-learning. The faculty further believe in continuous quality improvement in nursing education, which is apparent in outcomes-based assessment of the program's mission and goals.

<ul style="list-style-type: none"> <li>• A culture committed to integrity and academic and intellectual freedom;</li> <li>• A community and region that supports the University in multiple ways;</li> <li>• State-of-the-art facilities and technologies that enhance the learning environment; and</li> <li>• A diversity of students, faculty, staff, that promotes a balanced exchange of ideas.</li> </ul>	
---	--

**1.2 The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.**

CMU governance is comprised of a Board of Trustees that includes nine voting and two non-voting members. The voting members are appointed by the governor of Colorado, confirmed by the state senate, and serve staggered terms. The University faculty and student body each elect one non-voting member to serve two-year and one-year terms respectively. CMU PN faculty have representation within the governing organization and within the health science department. There are numerous committees within the organization and within the Health Sciences Department for involvement of both faculty and students.

Faculty representation at CMU is through governance in the Faculty Senate. The authority of the senate is described in the Faculty Senate Bylaws <https://www.coloradomesa.edu/faculty-senate/index.html>. Fourteen voting members are elected for a three-year term. There are three non-voting members and one non-voting student representative. Faculty have an opportunity to be elected for various standing committees within the faculty senate. Faculty Senate standing committees include academic policy, assessment, curriculum, distance learning, distinguished faculty, faculty salary and benefits, faculty success, library advisory, pre-tenure review, and sabbatical. All faculty are encouraged to become involved in university and department activities. University committees are comprised of faculty who are tenured or on a tenure-track per University policies. Faculty are encouraged to keep current by obtaining continuing education units (CEUs.) Table 1.2C represents full-time faculty involvement in university and department activities.

The Associated Student Government represents students’ interests for the University. PN students may participate in ongoing governance activities including campus-wide, Department of

Health Sciences, and PN committees. Students are able to participate in the Student Nurses Association (SNA), (NAC), and faculty meetings. SNA meetings are held each month and students are provided information about special events during faculty meetings and on the health science website: (<https://www.coloradomesa.edu/health-sciences/student-nurses-association.html>).

Part-time faculty are encouraged to attend faculty meetings. Part- and full-time instructors are not required to be on committees. Tenured and tenure-track faculty are required to serve on committees either at the university or department level. Genell Stites is the only tenured faculty in the PN program. Tedra Gummin and Linda Pilcher are both full-time instructors.

**Table 1.2 Examples of faculty serving on university, department and national committees**

Faculty	Committees
Genell Stites	Faculty Senate 2014-2017 Pre-Tenure 2017-present Leadership Committee- 2010-present Scholarship Committee- 2010-present Advisory Committee- 2009-present Faculty meetings 2009-present Search committee 2010-present Department Curriculum 2010-presesnt PN Program Coordinator 2013-present Sigma Theta Tau-member National League for Nursing-member
Tedra Gummin	Faculty meetings 2014-present Sigma Theta Tau-member National League for Nursing-member
Linda Pilcher	Faculty meetings 2012-present Colorado Nurses Association-member Sigma Theta Tau-member National League for Nursing-member
Anita Roberts	Faculty meetings

All students are given the opportunity to be a representative at the faculty meetings on a volunteer basis. Those who volunteer attend each faculty meeting, give input, and relay information back to the class. Each semester a student is asked to be the representative at the NAC meetings.

Opportunities for student involvement in governance are announced at faculty meetings. The student representatives report this information to the class. The student representatives organize

and manage each of the pinning committees. All PN students are required to participate in one of these committees. Meeting minutes will be available in the resource room. Students also participate in health fairs, lab draws, and other community activities to enhance skills, communication, and community involvement.

### **1.3 The assessment of end-of-program Student Learning Outcomes and Program Outcomes is shared with communities of interest and the communities of interest have input into program process and decision-making.**

The PN program identifies communities of interest as both internal and external, and are identified below:

- Colorado Mesa University administration and faculty
- Colorado Mesa University PN students
- Nursing Advisory Council (NAC)
- Colorado Mesa University alumni
- Healthcare facilities employing LPNs
- Healthcare consumers

Faculty evaluate end-of-program SLOs and POs with each PN class. The outcomes are shared with CMU administration, faculty, and PN students at faculty meetings and advisory board meetings (see minutes from NAC located in the resource room and faculty meetings). Input from students is discussed during faculty meetings regarding changes within the program, which affect both SLOs and POs.

The NAC meets biannually with all nursing programs and is integrally involved in program guidance. The NAC is comprised of local healthcare professionals from various facilities, all CMU Health Sciences coordinators, the DHS, and the Vice President of Academic Affairs. The PN Coordinator provides the NAC information on POs and any changes within the program which affect the SLOs. The NAC provides feedback on changes within the facilities, updates regarding new procedures, job opportunities, residency programs, clinical experiences, and satisfaction with graduates. Minutes are found in the resource room.

**1.4. Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.**

Students are encouraged to continue their education within the CMU career ladder by applying to the LPN to BSN program. Table 1.4 represents partnerships within the program.

**Table 1.4 Partnerships within the Program**

Goals	Evaluation			
<p><b>Enhance the profession</b></p>	<p>The CMU career ladder encourages students to continue their education. The PN Coordinator discusses the LPN-BSN program, the application process and requirements for the program.</p>			
	<p><b>Year</b></p>	<p><b>Number of PN Graduates</b></p>	<p><b>Number of graduates matriculating directly to the LPN-BSN Program</b></p>	<p><b>% of graduating PN students continuing to LPN-BSN Program</b></p>
	<p>2018</p>	<p>32</p>	<p>27</p>	<p>84%</p>
	<p>2017</p>	<p>32</p>	<p>27</p>	<p>84%</p>
	<p>2016</p>	<p>31</p>	<p>25</p>	<p>81%</p>
Goals	Evaluation			
<p><b>Benefit to the community</b></p>	<p>Faculty and students provide services to the community.</p> <ul style="list-style-type: none"> <li>- Health fair blood draws</li> <li>- Blood pressure checks</li> <li>- Flu shots</li> <li>- Support an event for children with diabetes</li> </ul>			
<p><b>Promote excellence in nursing education for students</b></p>	<p>Discuss the nursing education career ladder.            Guest speakers promote excellence in best practices of nursing and real-world experiences.            Excellent breadth and depth of clinical experiences</p>			
<p><b>Promote excellence in nursing education- faculty</b></p>	<p>Faculty maintains professional certifications and memberships in professional organizations.            Professional Development Funds are available for faculty members to continue their education.            Full-time faculty can take up to 12 credits per academic year at CMU at no cost.            Attend professional conferences (NLN and Nurse Educators of the Rockies).</p>			

**1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.**

Debra Bailey, PhD, FNP, CDE served as the DHS from fall 2012 until spring 2017. At that time Sandra Nadelson, PhD, MSN, MS, RN served as the DHS from May 1, 2017 to May 8, 2018. On May 8, 2018, Bette Schans PhD, RT(R), FASRT was appointed interim DHS. Dr. Schans began at CMU in 1994 as an Assistant Professor and Program Director for Radiologic Technology. In her role as Program Director, a role she served for 18 years, she was responsible for accreditation actions for the Joint Review Committee on Education in Radiologic Technology (JRCERT). Dr. Schans has presented, (locally, regionally, nationally, and internationally) published, and served in leadership roles associated with her radiologic technology expertise. She was the Director of Assessment and Accreditation Support for CMU from 2012 to 2018. She was awarded Emeritus Professor status in 2016. Dr. Schans earned a Ph.D. in Education and Human Resource Studies from Colorado State University, an M.S. in Management and Organization from the University of Colorado-Denver, a B.S. in Health Care Management from Metropolitan State College in Denver, and an A.A.S in Radiologic Technology from Community College of Denver.

In compliance with the accreditation standards and the Colorado State Board of Nursing requirements, Dr. Lucy Graham PhD, MPH, RN, was appointed Director of Nursing Education Programs summer of 2018. Dr. Graham completed her PhD in Nursing in 2016 from the University of Colorado-College of Nursing, her MPH from University of Northern Colorado, her BSN from the University of Kansas Medical Center, and her BA from the University of Kansas. Dr. Graham has been an RN since 1991 with clinical experience in emergency department nursing, intensive care nursing, and care for people living with HIV. She gained valuable leadership experience as the Program Director for a federally-funded clinic for people living with HIV.

**1.6 The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.**

The DNEP is oriented/evaluated by the Director of Health Sciences (DHS). Appendix 1.6 contains the evaluation form. This role has been redefined to meet the requirements of the state board, CMU and the Department of Health Sciences. Dr. Graham is qualified for the role having been an RN since 1991 and receiving her PhD in 2016. The nurse administrator, as per the state

board of nursing, must possess a doctoral degree. Dr. Graham's resume, transcripts, and position description are available in the resource room.

**1.7 When present, nursing programs coordinators and or faculty who assist with program administration are academically and experientially qualified.**

The Director of Nursing Education Programs (DNEP) and Director of Health Sciences (DHS) delegate management functions to the program coordinator. The coordinator is responsible for the development and administration of the PN program and is given release time to fulfill this responsibility. The coordinator works closely with the DNEP and the DHS.

The coordinator for the PN program, Genell Stites MSN, RNC, C-EFM, is experientially qualified to lead the PN program. Genell received her Bachelor of Science in Nursing (BSN), from the University of Northern Colorado in 1989. She worked as a Registered Nurse (RN) on medical surgical, pediatric, and ICU units from 1989-1993. During this time, she served as clinical faculty on the medical unit of Larimer County Community College in Wyoming. She worked as a Labor and Delivery nurse from 1993 to 2017. She received her Master of Science in Nursing (MSN) in Nursing Education with an emphasis in leadership from Regis University in 2006.

Genell started at CMU in 2004 as a clinical instructor in the BSN program. She became the coordinator of the PN program in 2013. She has served in this role since that time. She has served on numerous committees both in the department and for the university.

**1.8 The nurse administrator has authority and responsibility for development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.**

The DNEP has a 12-credit hour release each semester, which allows her enough time for each of the nursing programs, and development of programs for the Health Sciences Department. She reports directly to the DHS. Each month the Program Coordinator meets with the DHS and DNEP. These leadership meetings serve as a resource, source of support, and a means for decision-making within the department. Leadership meeting minutes are available in the resource room.

**1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.**

The DNEP works with the DHS on the budget for each of the programs. Meeting minutes from budget meetings are available in the resource room. Faculty have input into the budget process at faculty and leadership meetings. Meeting minutes from leadership and faculty meetings are available in the resource room. The Program Coordinator discusses the need for resources with the DNEP and the DHS.

Furthermore, the PN program can make requests for items needed for the enhancement of student learning through Perkins funding. The process allows the program faculty to purchase items and/or attend nursing education conferences.

<b>Year</b>	<b>Item/Conference</b>
<b>2019</b>	<b>Birthing bed (fall 2019) IV arms ( fall 2019 or spring 2020 ) Pediatric stethoscopes Seizure pads</b>
<b>2018</b>	<b>The Area Health Education Centers (AHEC), Nurse Educators Conference-Vail, Colorado</b>
<b>2017</b>	<b>The Area Health Education Centers (AHEC), Nurse Educators Conference-Breckenridge, Colorado</b>
<b>2016</b>	<b>3 medication carts The Area Health Education Centers (AHEC), Nurse Educators Conference-Breckenridge, Colorado NLN Summit- Orlando, Florida</b>

**1.10 Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.**

Faculty have a contractual agreement between the Board of Trustees of CMU and Colorado Mesa University. The contractual agreement covers faculty as listed below:

**Faculty** - Faculty include only professional personnel whose primary responsibility is to provide academic instruction to students and who may hold academic rank. Faculty do not include professional personnel who are counselors, librarians, student service personnel, or other administrative personnel.

**Nursing** – The faculty and nurse leadership collaborate to ensure policies are established. The nursing faculty follow the same governing organization policies and guidelines as the rest of the university. Workload/assignment guidelines are based upon the CMU appointment for faculty. Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are justified by the goals and outcomes of the nursing education unit. The Professional Personnel Employee Handbook is located on the CMU website at:

[https://www.coloradomesa.edu/human-resources/ppch\\_final-approved-042418\\_complete-handbook.pdf](https://www.coloradomesa.edu/human-resources/ppch_final-approved-042418_complete-handbook.pdf) .

Nursing faculty adhere to additional policies as required by clinical affiliations; for example, current CPR certification, up-to-date immunizations, and maintenance of an unencumbered state license, etc. University-wide student policies are located in *CMU Maverick Guide* at <https://www.coloradomesa.edu/student-services/documents/MaverickGuide.pdf> .

Program policies are consistent with the governing organization’s policies, yet follow more stringent program specifics where applicable. Student-related policies specific to nursing are reflected in the program’s handbook at <https://www.coloradomesa.edu/health-sciences/degrees/career-ladder.html> and are available in the resource room. Faculty review the PN handbook annually.

The normal teaching load for academic faculty is 24 semester credit hours per academic year. This load is usually distributed as 12 semester credit hours per semester. For classroom instruction, faculty receive one credit for a 50-minute period. One credit in the classroom equals 15 contact hours. In a clinical setting, 1-credit hour equals 45 contact hours.

Policies of the PN program are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization. The contractual agreement stipulates workload, tenure promotion, grievance and harassment procedures, and other relevant workplace concerns.

**1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.**

The PN program does not use distance education. CMU requires all grades and syllabi to be available online for students to access. The faculty in the PN program also place all PowerPoint slide presentations online. Some classes utilize online testing within the classroom setting. However, all classes are face-to-face. One class, NURS 156, was an online class during the spring of 2019, but this course is now offered face-to-face only.

## **Standard 2: Faculty and Staff**

**Qualified and credentialed faculty are sufficient in number to ensure the achievement of the Outcomes and Program Outcomes. Sufficient qualified staff are available to support the nursing education unit.**

**2.1 Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.**

Full-time faculty in the PN program are academically and experientially qualified, meeting required qualifications and experience for the governing organization, state, and the Higher Learning Commission (HLC). All full-time faculty hold a minimum of a MSN degree. There are four full-time faculty in the PN program. Three full-time faculty are shared with the LPN-BSN program. One full-time faculty is pursuing a doctorate in nursing practice (DNP) as a family nurse practitioner. Information on individual qualifications are located in the resource room. All new faculty are required to a curriculum vita (CV) and a Minimum Qualifications Form, which are located in the resource room. The HLC requirement fostered the development of the Minimum Qualifications Form upon hire to provide evidence of academic and experiential qualifications [http://download.hlcommission.org/FacultyGuidelines\\_2016\\_OPB.pdf](http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf). The form is then signed by the Vice President of Academic Affairs. Faculty qualifications are located in the faculty profile table in Appendix 2.1

**2.2 Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.**

Part-time faculty have a minimum of a Bachelor of Science degree in nursing (BSN). There are four part-time faculty. One part-time faculty has a MSN, the other three have a BSN. The HLC requirements for part-time faculty are found at this link:

[http://download.hlcommission.org/FacultyGuidelines\\_2016\\_OPB.pdf](http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf).

Upon hire, and as needed, academic and experiential qualifications are reviewed. Starting in fall 2019, all Department coordinators will be responsible for assuring part-time faculty's CVs and qualifications are up-to-date. Information on individual qualifications are located in the resource room. All new faculty are required to have a CV and a minimum qualifications form is reviewed

and approved by the Vice President of Academic Affairs (VPAA). Faculty qualifications are located in the faculty profile table in Appendix 2.1.

**2.3 Non-nurse faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.**

There are no non-nursing faculty teaching in the PN program.

**2.4 Preceptors when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.**

The PN program does not utilize preceptors. A clinical instructor supervises all students.

**2.5 The number of full-time faculty is sufficient to ensure that the Student Learning Outcomes and Program Outcomes are achieved.**

CMU has defined faculty appointments as listed in the Professional Personnel Employment Handbook pages III-2 – III-6 ([https://www.coloradomesa.edu/human-resources/ppeh\\_final-approved-042418\\_complete-handbook.pdf](https://www.coloradomesa.edu/human-resources/ppeh_final-approved-042418_complete-handbook.pdf)). There are four full-time faculty, one is tenured and holds the rank of Associate Professor. The other three full-time faculty are academic instructors. One part-time faculty with a MSN is the lead instructor for Foundations of Nursing Lab-NURS107L.. The numbers and specialties of all full-time faculty are adequate to ensure program goals and outcomes are met. Qualifications and specialties can be found in the faculty profile table in Appendix 2.1.

Faculty teaching assignments are determined by the needs of the program, faculty expertise, and faculty goals. Full-time faculty have been teaching the same courses for the last 3 years. Faculty are involved in the decisions regarding courses they feel are the best fit for their expertise.

Workloads are determined contractually. Requirements are based on the structure of the course being taught. The CMU PN program admits 36 students each fall. The program is 9-months in length, not including foundational and essential learning courses. Faculty members are also encouraged to develop expertise in other clinical specialties to increase faculty flexibility and meet specific student needs. The workload is calculated as 1:1 for theory and 2:1 for clinical and lab. For example, faculty receive 3-credits for a 3-credit theory course. Faculty receive six-credits for a 3-credit lab class. If the instructor teaches one 3-credit hour lecture and one 3-credit hour lab (clinical), the teaching load is 9-credits.

**2.6 Faculty (full-and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.**

Full and part-time faculty have a broad range of nursing specialization as well as various professional activities as represented in Table 2.6.

The number of students allows faculty to accomplish the learning and POs. Faculty to student ratio is:

- 1:36 theory
- 1:10 clinical
- 1:10 lab

Full-time faculty are required to teach 24 credits each academic year. Faculty may teach overloads to ensure POs and SLOs are being met. The policy for workloads and overloads is located in the Professional Personnel Employment Handbook pages VIII-3 to VIII-4 ([https://www.coloradomesa.edu/human-resources/ppeh\\_final-approved-042418\\_complete-handbook.pdf](https://www.coloradomesa.edu/human-resources/ppeh_final-approved-042418_complete-handbook.pdf)). Overloads by faculty are on an as-needed basis and are in agreement with the faculty teaching the overload. Faculty who teach an overload are financially compensated. CMU allows overloads with certain requirements. Faculty overload information is available in the resource room. The DNEP and DHS director are responsible for determining if the faculty member is eligible to teach overload credits. See faculty minutes for discussion of approved faculty overloads in resource room.

Faculty for the PN program are clinically competent, provide excellent instruction, and serve as role models for students. Program faculty meet the CMU and CSBN requirements with a minimum of a BSN. The CSBN and CMU also require a minimum of at least two years of full-time clinical experience. Evidence of instructor competencies is demonstrated through student evaluations, clinical evaluations, and certifications in specialty areas. The DHS and the DNEP review evaluations of faculty by students each semester.

**Table 2.6 Evidence of Scholarship/Clinical Practice Requirements**

<b>Full Time Faculty Name</b>	<b>Evidence of Scholarship/Clinical Practice</b>
Linda Pilcher	Integration of courses across curriculum to reflect similar concepts for each course (i.e. pharmacology, fundamentals, medical/surgical) BLS Mentors graduate students Attends various educational conferences Team teaches Guest lectures with other health science programs
Tedra Gummin	Certified Emergency Room Nurse Membership- Emergency Nursing Association Nursing night shift supervisor, Community Hospital Attends various educational conferences Team teaches
Genell Stites	Attends various conferences DNP course work BLS Fetal Monitoring certified Registered Nurse Clinician - inpatient obstetrics Reviews and co-publishes NCLEX questions and NCLEX review for National Council State Board of Nursing. ACEN site visitor
Anita Roberts	Staff nurse, Horizons Health Care ACLS, BLS, PALS
<b>Part Time Faculty Name</b>	<b>Evidence of Scholarship/Clinical Practice</b>
Amanda Moore	Telemetry nurse, St. Mary's, 2 years OB nurse, St. Mary's, 1 year- team lead ACLS, BLS, NRP, STABLE, TCN training and certification
Mandi Vaden	Staff nurse, orthopedics, St. Mary's Hospital BLS
Brittany Goss	Charge Nurse, medical unit, St. Mary's Hospital BLS
Charlotte Martin	Staff nurse acute and primary care, case management and 20 years emergency medicine. ACLS, BLS, AED, PALS CPR instructor

## **2.7 The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.**

Two full-time Professional Staff Assistants within the Department of Health Sciences are available for students and faculty. One assistant works with the PN program, as well as the AAS, LPN-BSN, RN to BSN, Medical Laboratory Technician, and Surgical Technology programs. Administrative staff assure that personnel, budget, and curriculum items are submitted to the appropriate campus departments. Additionally, they are responsible for professional correspondence, support of department administration, faculty-related departmental issues, completion of the clerical portion of the admission processes for the students each semester, and maintenance of student records related to clinical requirements (e.g. immunizations, CPR certification). See Appendix 2.7 for the Professional Staff Assistant position description.

A new position was added to assist with clinical placements and contracts. The Clinical Placement Coordinator (CPC) began his responsibilities July 1, 2019. The coordinator is responsible for clinical placements and updating records for faculty and students. The coordinator is responsible for up-dating contracts. See Appendix 2.7a for the position description of the CPC.

There is one full-time simulation laboratory technician. She is responsible for set up and take down of the flex-skill labs, running simulation equipment if needed, organizing equipment, reserving rooms, and ordering supplies. The simulation laboratory technician has no teaching or evaluation of student responsibilities. Please see the position description in Appendix 2.7c

## **2.8 Faculty (full and part-time) are oriented and mentored in their areas of responsibility.**

Every August, university orientation is offered to new full-time faculty. Full-time faculty are provided campus and academic resources. Full-time faculty meet other key individuals, learn communication strategies relevant to the university, and become familiar with the physical layout of the campus.

Health Sciences has a mentorship program within the department. Recently, the department updated the mentor checklist for tenure-track faculty, which can be found in Appendix 2.8. The mentor checklist will be modified in 2020 for instructor positions.

New faculty, whether full or part-time, are paired with a seasoned faculty member. They meet and discuss the role, expectations, and CMU culture. Faculty meet with new full-time faculty on a monthly basis. A formalized process for orientation of part-time faculty has not been established at this time, however, faculty meet with each part-time faculty and discuss expectation, syllabi, and CMU policies. New part-time faculty are encouraged to meet by phone, email, or in person every month for the first year. The Program Coordinator, current faculty, and administrative personnel provide ongoing mentoring.

**2.9 Faculty (full-and part-time) performance is regularly evaluated in accordance with the governing organization’s policy/procedures, and demonstrates effectiveness in assigned areas of responsibility.**

All CMU faculty complete an annual evaluation for reappointment, tenure, promotion, and/or post-tenure review. The primary purpose of the process is to assist faculty in individual growth and to improve their contributions to the University. Annual performance reviews and comprehensive evaluations are the two types of formal evaluation used at CMU. Individuals develop a performance plan for the next year in the spring semester. The plan is reviewed and approved by the DHS and the VPAA. Performance ratings for the 2018-19 school year were; Exceptional, Above Expectation, Successful, Below Expectation, and Unsatisfactory. An example can be found in Appendix 2.9, Performance Evaluation and Plan.

The Professional Personnel Employment Handbook highlights the evaluation process. It is located on the CMU website at. [https://www.coloradomesa.edu/human-resources/pp eh\\_final-approved-042418\\_complete-handbook.pdf](https://www.coloradomesa.edu/human-resources/pp eh_final-approved-042418_complete-handbook.pdf) on pages V1-V27.

The general evaluation criteria and their relative weights used in the evaluation process are as follows for tenured or tenure-track faculty:

- Teaching - range of 50-65%
- Advising - minimum of 5%
- Scholarly Activity - minimum of 10%
- Service - minimum of 10%.

The total of the four weights shall equal 100%. Each faculty member, with the approval of the DNEP and the DHS, establishes an individual percentage distribution as part of the annual development plan. Full-time non-tenured instructors are required to evaluate themselves under

the teaching section only. However, some non-tenure track faculty do advising, scholarly activities, and service.

Students evaluate faculty in each course at the end of the semester on a voluntary basis. This feedback is used in the formal evaluation process. Feedback from students helps instructors to make adjustments within their course.

Part-time faculty are not reviewed on a continual basis due to the fact that part-time faculty may change each semester. CMU's process is to evaluate part-time faculty every other year if they have been employed consistently. Beginning fall 2019, all coordinators will be conducting a classroom or clinical teaching evaluation once per year which will be used in the biannual faculty evaluation. See Appendix 2.9a and b for examples of the part-time faculty evaluation form and classroom/clinical evaluation teaching form. Program coordinators, the DNEP, and the DHS will evaluate tenured and tenure-track faculty once a year in the classroom or clinical setting.

## **2.10 Faculty (full and part-time) engage in ongoing development and receive support for instructional and distance technologies.**

CMU utilizes D2L Daylight platform. Distance education provides for assistance with online courses. The online website through MAVZone offers numerous resources for faculty including:

- Desire2Learn (D2L)
- EPortfolio
- Online course design
- Quality Matters
- Voicethread
- Panopto
- Turnitin feedback studio
- Policies and procedures

Information for faculty resources can be found at <https://www.coloradomesa.edu/distance-education/online-teaching-and-learning-resources.html> on the MAVZone website. Technology support is available through the help desk, phone, or online for both faculty and students

Faculty can participate in several on campus development opportunities. Some of these include; Faculty Professional Development, Faculty Colloquia, and Teacher2Teacher. Teacher2Teacher provides regular trainings for all faculty on pedagogical practices. Professional development opportunities are offered to all faculty at the beginning of each semester. Different faculty across campus present at Faculty Colloquia each month. Tenured and tenure-track faculty may receive \$600.00 in travel monies annually for faculty development. Tenured and tenure-track faculty may also apply for the Faculty Professional Development Funds each fall for additional funds to use to present or attend relevant conferences.

## Standard 3: Students

**Student policies and services support the achievement of the end-of-program Student Learning Outcomes and Program Outcomes of the nursing programs.**

**3.1 Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program Student Learning Outcomes and Program Outcomes.**

Policies for CMU and the PN program are generally congruent. Differences between CMU and the PN program, particularly with requirements of clinical agencies, are justified by the Department of Health Sciences and the PN program. Policies for CMU can be found in the 2019-2020 catalog: <https://catalog.coloradomesa.edu/> which provides information such as course descriptions, tuition, fees, academic integrity, academic calendar, master course schedule, FERPA information, and programs of study. The Maverick Guide (CMU student handbook) at: <https://www.coloradomesa.edu/student-services/documents/MaverickGuide.pdf> also contains policies. Policies that are the same include:

- University admissions: <https://www.coloradomesa.edu/admissions/index.html>
- Academic integrity: <https://www.coloradomesa.edu/student-services/documents/MaverickGuide.pdf>
- Academic probation or suspension: <https://catalog.coloradomesa.edu/general-undergraduate-academic-policies/>
- Graduation process: <https://www.coloradomesa.edu/registrar/graduation.html>
- Grievance/complaints and appeal process: <https://www.coloradomesa.edu/student-services/documents/MaverickGuide.pdf>
- FERPA: <https://www.coloradomesa.edu/registrar/ferpa.html>
- Tuition and fees: <https://www.coloradomesa.edu/student-accounts/expenses.html>
- Disability: <https://www.coloradomesa.edu/rec-center/facilities/disability-services.html> and <https://www.coloradomesa.edu/educational-access/links.html>
- Harassment: <https://www.coloradomesa.edu/student-services/title-ix/compliance-statement.html>
- Student load: <https://catalog.coloradomesa.edu/general-undergraduate-academic-policies/>

Policies of the PN program <https://www.coloradomesa.edu/health-sciences/degrees/career-ladder.html>, which are different from CMU, include:

- Admission to program
- Application process
- Attendance policy
- CPR certification
- Criminal background check
- Drug screening
- Grading/Testing
- Immunizations/Health policies
- Liability insurance
- Health insurance
- Mental and physical capacity requirement
- Withdrawal/Probation/Dismissal/Program progression
- Dress code

All CMU students have the same admission process for entry into CMU. University admission is a separate admission from the PN program. Students apply for admission to the PN program after completing their foundational and essential learning requirements. .

**Admission to program:** Students admitted to CMU have a separate admission to the PN program. Applicants must meet the minimum criteria by March 1st of each year in order to be considered for the program. They must compete for available seats.

**Application process:** Applicants must be in the process of finishing the essential learning and foundations courses to be eligible for consideration into the PN program. Applicants must have their application turned in by March 1 at 5pm. Requirements include application, request of grades for in-progress foundation sciences courses, Kaplan entrance exam scores, and transcript request form. Information on application to the program is located at <https://www.coloradomesa.edu/health-sciences/degrees/career-ladder.html>

Selection to the program is a two-step process. Step One: All applicants with a 3.0 GPA or higher are invited to interview with a panel of three to four faculty members. Interview scores are averaged for the final point value. The final interview points are combined with the PN Admission Selection Tool (available in the resource room), which creates a score based on overall GPA, Kaplan test score, and GPA in the required science courses as well as other criteria. The interview score is weighted heavier than the Admission Selection Tool score. Students with the highest combined score receive an email of acceptance to attend the PN program. We accept 36 students each year. Approximately 10-15 students are placed on the waiting list.

**Attendance policy:** Attendance in the classroom is required for successful completion of the PN program. Students are given 10 points for each class attended. Students that are absent for any reason receive zero points. In the case of absence or tardiness, students are required to notify the instructor prior to the time scheduled for class. Students who are tardy for class or leave class early, regardless of reason, will lose five of the 10 points awarded each day.

In the clinical setting, attendance is as follows: Five percentage points are subtracted off the final clinical grade for each of the following:

- Tardy more than twice
- Being unprepared for a clinical assignment (e.g., inappropriate dress, incomplete preparation). The student will also be sent home
- A no-call/no-show to clinical

The policy is located in all clinical syllabi and in the PN handbook.

**CPR:** Once admitted to the program students must submit a copy of appropriate CPR certification, which must be through the American Heart Association healthcare provider course. Students must maintain CPR certification throughout the program. Information is located in the PN handbook <https://www.coloradomesa.edu/health-sciences/degrees/career-ladder.html>

**Criminal Background check:** To maintain a safe and productive educational and clinical environment, potential students who have been accepted into the program will undergo a criminal background investigation. Students must pass the background check and drug screen to register for classes.

**Drug Screen:** Potential students who have been accepted into the program must pass a 10-panel drug screen. Students are unable to register for classes until the drug screen and criminal background check have been passed. Clinical agencies require all students to have a drug screen on record.

**Grading/Testing:** Students are held to a rigorous grading standard in order to produce the highest quality nurses. The grading scale for all nursing courses is:

Students must pass each course with a 76% and must have a cumulative test grade of 76% to pass each course. A cumulative grade of 75.5% is rounded up to 76%.

**Nursing grading scale:**

92.5-100% = A..... 4 quality points  
84.5-92.49% = B..... 3 quality points  
75.5-84.49% = C..... .2 quality points  
70-75.49% = D.....1 quality point  
69% and below = F.....0 quality points

**University grading scale:**

90-100% = A..... 4 quality points  
80-89% = B..... 3 quality points  
70-79% = C..... 2 quality points  
60-69% = D.....1 quality point  
59 and below = F ..... 0 quality points

**Immunizations/Health policies:** Clinical agencies have specific health requirements that students must comply with to attend clinical. An annual health examination is mandatory for all students verifying that they are able to meet physical, mental, emotional, and environmental requirements. This exam is the financial responsibility of the student. Students admitted to the program are required to have proof of several immunizations or immunity to the following: Hepatitis B, TB, Tdap, MMR, and Varicella as well as an annual flu vaccine. All records for immunizations are maintained in MyClinicalExchange.

**Liability Insurance and Health Insurance:** Students are required to have professional liability insurance for LPN Student throughout the entire program. The policy must be comprehensive general liability insurance for the PN student covering bodily injury and property damage liability with minimum coverage limits of \$1 million each claim/\$6 million aggregate coverage limits. Students must show proof that they have health insurance or other suitable coverage. Records for liability and health insurance are maintained in MyClinicalExchange.

**Mental and Physical Capacity Requirements:** Under the supervision of a licensed nurse the student nurse has direct responsibility of patient care for those assigned individuals during a scheduled shift. A shift varies in duration from 4-12 hours and may be during the day, night, weekday or weekend. Students are responsible for written, verbal and electronic communication with families, caregivers, and other staff in relation to their assignment. Duties may require sitting, standing, walking, lifting and bending, twisting, squatting, carrying, pushing, pulling, typing, pinching, gripping, and bimanual dexterity. Students must obtain verification from a health care provider that they are mentally and physically capable of meeting these requirements.

**Withdrawal/Probation/Dismissal/Program Progression:** Nursing courses must be retaken if a student wishes to withdraw from the program and/or a class. As in other courses on campus, the student is able to retake the course the next semester it is offered. In the nursing program, the student must progress through classes in a sequential order. Clinical spaces are limited and withdrawal may prevent a student from progressing the next year as spaces may be filled. A student who fails two classes is dismissed from the nursing program

<https://www.coloradomesa.edu/health-sciences/degrees/career-ladder.html>

**Dress Code:** Dress code policies are in place to meet the requirements of clinical sites, as well as to meet professional standards for nursing. Requirements include clean and wrinkle-free white uniform, personal grooming, and nametags worn at all times. All uniforms must include the PN patch. The Dress Code policy is located in the PN handbook on pages 36-38.

**PN Student Handbook:** The Student Handbook is located online for all students to access. The handbook is a guideline for the program. Students are required to sign they have read the handbook at the beginning of the semester. Information and location of the handbook is part of the orientation process. The handbook is located at <https://www.coloradomesa.edu/health-sciences/degrees/career-ladder.html>.

### **3.2 Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.**

Information regarding the program can be found on the CMU website under the Department of Health Sciences <https://www.coloradomesa.edu/health-sciences/degrees/career-ladder.html>. The website has the most-up-to date, accurate, and clear information. The website is updated on a yearly basis or as changes occur. The Department of Health Sciences and all programs' websites are currently being updated. A separate web page was created for the PN program at that time. The website lists the web page and address for information related to ACEN: <https://www.acenursing.org/>. Administrative assistants work closely with the PN Coordinator and CMU to ensure accuracy of information.

### **3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.**

Changes to program policies, procedures, and program information are communicated to students in the classroom, through email, and are reflected on the website. If a class or clinical needs to be altered from originally scheduled times, advanced notice (when possible) is provided in class and/or via student University e-mail. The faculty and the Program Coordinator update the program handbook and policies yearly. If a change is made during the year, the student must sign an affidavit acknowledging the change. The affidavit is scanned and placed in the student's file. In addition to the PN Student Handbook, information is disseminated to students via announcements in class and student e-mail. Students are informed of the importance of checking their CMU student e-mail daily throughout the semester. During faculty meetings, if a change in policy is decided upon, it is announced in the meeting allowing the student representatives to inform the class.

Students are encouraged to sign up for the CMU Emergency Notification System during registration. In case of an emergency, students, faculty, and staff will be notified through one or more of the following channels: text, voice-mail, CMU e-mail, and MAVZone.

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

Academic support services are available and are sufficient to meet the needs of the PN students. Services available to students are found in the CMU catalog online at:

<https://catalog.coloradomesa.edu/>

Support services include:

- **Academic Advising and Career Services:** Available resources include testing support, tutoring, writing support, educational access, career assessment, career advising, employment preparedness workshops, internship information, and academic advising.  
<https://www.coloradomesa.edu/iris/index.html>
- **Admissions Office:** The Admissions Office is the initial point of contact for prospective students and their families. Their function is recruitment of students, processing of admission applications, and petitions for changes to residency classification for tuition purposes. <https://www.coloradomesa.edu/admissions/>
- **Banking Services:** CMU collaborates with US Bank to provide students, faculty, and staff the option to add banking functionality to the campus ID card.  
<https://www.usbank.com/student-banking/colorado-mesa-University/index.html>
- **Campus Recreation Services:** The Hamilton Recreation Center (HRC) houses an indoor track, fitness area equipped with top of the line strength and cardio equipment, an Olympic-caliber pool, basketball & racquetball courts, and a climbing wall. A practiced health and wellness staff offers customized personal training, wellness assessments, nutrition services, group exercise classes, and massage therapy.  
<https://www.coloradomesa.edu/rec-center/index.html>

- **Campus Safety:** It is the policy of CMU to provide for the safety and security of all members of its campus community. The University believes that academic freedom can only flourish in an environment that is free of criminal or other disruptive activity and unsafe conditions. CMU is committed to maintaining the campus community as a place of study, work, and residence that is free from abuse, intimidation, and harassment where everyone is treated with respect and courtesy. The university will not tolerate criminal activity and will actively pursue internal discipline, criminal prosecution, or both for all offenders. <https://www.coloradomesa.edu/safety/index.html>. Faculty and students can file an incident or a safety concern at: [https://cm.maxient.com/reportingform.php?ColoradoMesaUniv&layout\\_id=4](https://cm.maxient.com/reportingform.php?ColoradoMesaUniv&layout_id=4)
- **Degree Works:** Degree Works is a web-based degree audit tool available to students through the MAVZone portal. Students and advisors can view the students' course progression per their declared major, review degree progress, see remaining requirements, and run "what-if" scenarios to explore other majors/minors.
- **Desire2Learn (D2L):** D2L is the course management system, which allows faculty and students to better communicate and enhance course work and to more efficiently deal with the structural necessities of enrollment and grading. Faculty can communicate with students, provide online assignments, facilitate learning through discussion and chat rooms, make use of various resources available on the web, and provide ongoing student feedback.
- **Educational Access Services (EAS):** EAS collaborates with students, faculty, staff, and community members to create an accessible higher education community, provide academic accommodations, and promote universal design principles enabling students with disabilities the opportunity to participate in all aspects of the educational environment as successful and independent learners. <https://www.coloradomesa.edu/educational-access/index.html>

- **Financial Aid and Planning:** Financial aid is available in the form of scholarships and grants that do not need to be repaid. Additionally, students can apply for loans as well as work-study employment. <https://www.coloradomesa.edu/financial-aid/index.html>
- **Information Technology (IT):** The IT department supports faculty, staff, and students including administrative computing systems, academic systems, and software. <https://www.coloradomesa.edu/information-technology/index.html>
- **Little Mavericks Learning Center:** A service to CMU students, faculty, and staff that provides quality childcare through a balanced curriculum geared to the age and developmental level of the children while providing a practicum lab opportunity for students at CMU. <https://www.coloradomesa.edu/little-mavs/index.html>
- **MAVZone:** MAVZone is the computerized communication system and is the gateway to CMU's online information services for students, faculty, and staff. Students, faculty, and staff log-in to the secured site and access campus announcements, campus web services, registration, email, library, and group activities. The MAVZone provides an array of entry points. The MAVZone is the initial portal to D2L, campus community, IT, faculty and students services, and more. Prospective students may use the online search system to assess course availability.
- **Registrar's Office:** Services provided include registering students into classes, maintaining academic records, and certifying degree requirements for graduation. The office is responsible for processing applications for re-admission to the University, as well as forms to add/drop a class, holds on registration, changes of address, non-release of directory information protected by federal law, enrollment verification for loans or insurance purposes, and/or preparation of transcripts and evaluation of transcripts from other institutions to determine transferability. <https://www.coloradomesa.edu/registrar/index.html>
- **Student Nurses Association (SNA):** Any student on campus that has declared nursing as a major may participate in the SNA. The SNA sponsors many community services and

educational events. Meetings are held once a month and are recorded for those who are unable to attend to view on a private Facebook page.

<https://www.coloradomesa.edu/health-sciences/student-nurses-association.html>

- **Student Wellness Center:** The center's services are available on an outpatient basis including: first aid, dispensing of simple medications, assessment and referral to specialty physicians and dentists, providing counsel for personal health problems, simple physical examinations, and limited laboratory testing. <https://www.coloradomesa.edu/student-services/diversity-and-health/health-center.html>
- **Testing Center:** The testing center provides examinations required for admission to graduate and professional schools, examinations for proficiency and certification in nursing and teaching, and the Credit by Examination program. Assessment of academic skills in English and mathematics are provided for current and potential students. <https://www.coloradomesa.edu/testing/index.html>
- **Tomlinson Library:** The Tomlinson library supports the information, instructional, and research needs of the University. Approximately 161 online databases are available for faculty and student use through the library's website. The Interlibrary Loan Department and Prospector Program is used to obtain requested materials from other libraries. Additionally, faculty can request materials for the library to purchase resources to enhance student learning. A Department of Health Sciences faculty member serves on the Library Committee who over-see and evaluates the inventory of available resources. <https://www.coloradomesa.edu/library/index.html>.
- **TRIO Student Support Services (TRIO-SSS):** TRIO assists students in achieving their academic, personal, financial, and professional goals. CMU and the U.S. Department of Education sponsor TRIO. <https://www.coloradomesa.edu/trio/index.html>
- **Tutorial Services:** Tutorial Services offers free tutoring services for a variety of courses and subjects, including basic writing assistance. Qualified peer tutors, recommended b

faculty, are trained to help students with their academic endeavors.

<https://www.coloradomesa.edu/tutoring/index.html>

- **Veteran Services:** Veteran Services provides support for students of the military and their eligible dependents. <https://www.coloradomesa.edu/veterans/index.html>

Students using a campus-wide process evaluate academic support services each semester. Evaluations are completed anonymously. Changes due to student input have been made. One such change made by the University was the creation of Integrated Resources for Information and Solutions (IRIS). IRIS has made it easier for students to get timely, consistent information from one location about registration, admission, financial aid, and advising.

All services offered at CMU contribute to the successful completion of the PN student's education and training and achieve success. Student success can be attributed to not only the faculty but also the support of the University to help students in various aspects.

### **3.5 Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.**

The Family Education Rights and Privacy Act (FERPA) provides students enrolled at CMU the right to inspect, review, and challenge their educational records. CMU is responsible for maintaining and protecting the confidentiality of student records. The policy for FERPA can be found online at: <https://www.coloradomesa.edu/registrar/ferpa.html>. The accounting and financial services office must operate in accordance with FERPA regulations. A release of information or an authorization for access in ePAY must be completed before the accounting and financial services office may discuss the details of student accounts with anyone other than the student. Office of Student Accounts at <https://www.coloradomesa.edu/student-accounts/index.html> identifies authorized users and maintains release of information procedures. Robert Cackler, Associate Registrar, reported that records are never disposed of and are kept electronically in a secure location. Information regarding FERPA can be found in the PN Student Handbook. All current PN student records are scanned into Extender, an online repository of student information. The Professional Staff Assistant can access the files. Faculty

must keep all tests and assignments for one year following graduation. Grades must be kept for five years and are located in the course shell on D2L.

Title IV regulations are maintained by Financial Aid Office. Financial Aid Services complies with University, state, and Title IV regulations. Federal Title IV funds include Federal Direct subsidized/unsubsidized loans, Federal Direct Grad PLUS loans, and Pell grants. Links for financial aid including student loans and grant can be found at

<https://www.coloradomesa.edu/financial-aid/links.html>.

### **3.6 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.**

For the past 16 years, there have been no findings in the Federal Title IV and state financial aid audits. CMU has no limitations, suspensions, or terminations to report. Due to these clean audits, there have been no fines, letters of credit, or heightened monitoring from the Department of Education. The latest PPA/ECAR filed with the Federal Department of Education, as well as the latest audit are available in the resource room.

#### **3.6.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.**

CMU requires each student to undergo either online or in-person counseling prior to receiving student loans (<https://www.coloradomesa.edu/financial-aid/index.html>). The most current three-year cohort default rate is 10.3% (2016). This is the third consecutive year of a decline in the rate. Strategies to reduce default rates are as follows: education about degree selection and reasonable salary expectation, life skills education (budgeting, credit, etc.), enhanced communication with students, regular notification to students of loan limits and expected repayment amounts, outreach to students before default, and better information to students about the consequences of default. Contact lists have been developed to communicate with graduates. Efficacy of these techniques are measured by tracking lending statistics, student indebtedness, and use of alternative funds in order to compare data to previous years. Financial literacy classes for CMU students are conducted on a voluntary basis as well as by reaching out to students with

high loan rates. Borrowers are monitored each semester on aggregate borrowing amounts and letters are sent to students reminding them of amount borrowed and repayment obligations.

### **3.6.2 Students are informed of their ethical responsibilities regarding financial assistance.**

All CMU financial records are maintained in the financial aid office. CMU student records are maintained to protect the privacy of students and provide eligible students access to the information. Compliance with Title IV was confirmed. Students may find information regarding financial aid at this website: <http://www.coloradomesa.edu/studentaccounts/index.html>.

Students may receive assistance completing the Free Application for Federal Student Aid (FAFSA). Submission of this form is the first step to receiving financial aid. Students may file the application online at <https://fafsa.ed.gov/> which includes discussion of ethical responsibilities.

Financial aid counseling is offered before and after assistance has been awarded. Students may receive a variety of financial aid awards. Students can receive information regarding financial aid and their ethical responsibilities at <http://www.coloradomesa.edu/finaid/finaidfaqs.html>.

- **Student Entrance Counseling for Stafford Loan:** First-time borrowers or transfer students are required by the federal government to complete a student loan entrance counseling session before obtaining a Federal Stafford student loan. The purpose of the session is to help students understand their rights and obligations as a loan borrower.
- **Exit Loan Counseling for Stafford Loans:** Students who cease to be enrolled in at least six credit hours at CMU must complete a student loan exit counseling session. The purpose of this session is to inform the student of various forbearances, deferments, and repayment options, as well as their rights and responsibilities for the Federal Stafford loan.
- **Perkins Student Loan:** Information regarding the Perkins loan, including the promissory note and counseling, may be found at:  
<http://www.coloradomesa.edu/studentaccounts/perkinsloans.html>.

Students have a variety of methods in which to pay for their University education. Methods of payment include financial aid, online payment through ePay, check by mail, by phone with a

credit card, and in person by credit card, cash, or check. Students who have questions regarding delinquent accounts may contact a financial aid counselor and/or access frequent questions about delinquent accounts at this site:

<http://www.coloradomesa.edu/studentaccounts/delinquentacct.html>.

Students are required to sign a Terms and Conditions Agreement upon receiving financial aid:

<https://www.coloradomesa.edu/financial-aid/resources/links.html> .

### **3.6.3 Financial aid records are in compliance with the policies of the governing organization, state and federal guidelines.**

In December 2018, CMU was re-approved by the federal government to administer Federal Title IV Aid. The approval from HLC as well as the Federal Department of Education are available in the resource room.

### **3.7 Records reflect that program complaints and grievance receive due process and include evidence of resolution.**

The grievance policy for both CMU and the PN program is congruent. Students are made aware of the process at the beginning of each semester and as needed. Students must read and sign that they have read the student handbook in which the grievance policy is clearly written. The PN Student Handbook can be found at: <https://www.coloradomesa.edu/health-sciences/degrees/career-ladder.html>. The grievance policy for CMU can be found in the Maverick guide: <https://www.coloradomesa.edu/student-services/documents/MaverickGuide.pdf>. The PN Handbook and the Maverick Guide were updated in 2019. The process for student complaints can also be found in the Maverick Guide. The policy has specific guidelines to address the appeal of a grade, academic dishonesty, campus student conduct, and program policy grievances.

To encourage responsibility, conflict management, and conflict resolution skills, any student with a grievance is encouraged to communicate with parties directly involved prior to escalating their resolution efforts. Students first meet with the person directly involved to try to settle the complaint or grievance. Students may then talk with the Program Coordinator if a resolution was unsuccessful. Students may continue to grieve the issue to the DHS and then to Vice President

of Student Affairs or the Vice President of Academic Affairs (VPAA). Since the last accreditation visit, there have been no formal grievances filed.

### **3.8 Orientation to technology is provided and technological support is available to students.**

Students at CMU must meet basic computer literacy requirements. Students who are taking a class online are required to pass a quiz in D2L, the online learning management program, before they are able to view the course in D2L. Courses will be dropped if a student does not pass the quiz by the second week of the start of the course. The course orients students to D2L and how to navigate the online classroom. Faculty at the beginning of each semester orient students to each of the courses utilizing D2L, as the guide. Beginning in summer of 2018, the University set up all course shells to be congruent across the campus. The hope was to make it easier for students to navigate across all courses at CMU. The website <https://www.coloradomesa.edu/information-technology/index.html> links students and faculty to the technology help desk to support the needs of students, faculty, and staff by offering numerous resources for success using D2L. The webpage features the most common areas for learning about technology resources on campus. There are several links, such as how to get started, get connected, and other “how-to” documents. The IT help desk allows students to submit a help desk ticket to report an issue. Students can also call the help desk or visit the technology help desk in the Tomlinson Library.

Students utilize Kaplan as a testing program to prepare them for taking the NCLEX- PN examination. Students receive an email from Kaplan allowing them to set up a user name and password. At the beginning of the year, faculty orient students on how to access Kaplan, best use of Kaplan, remediation, and the features within the system. Kaplan is utilized in every course throughout the PN program, except NURS101 Pharmacology Math.

Each of the clinical facilities utilizes a different Electronic Medical Records (EMR) system. During clinical orientation to each facility, students receive information for that specific EMR. Clinical faculty and staff nurses are available as a resource at each facility. Issues with any of the systems are discussed and dealt with at the time of the occurrence.

Students have been utilizing DocuCare, an online EMR system, as their documentation for clinical assignments. Beginning fall of 2019, a Word document was developed, which links directly to D2L for submission of clinical assignments. Students are oriented to the spreadsheets during clinical orientation.

**3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.**

PN students utilize D2L to receive grades, syllabi, PowerPoint slides, study guides, information on assignments, submission of assignments, and to take quizzes. All students receive in-class instruction. There are no online or hybrid courses.

## Standard 4: Curriculum

**The curriculum supports the achievement of the end-of-program Student Learning Outcomes and Program Outcomes and is consistent with safe practice in contemporary healthcare environments.**

**4.1 Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of program Student Learning Outcomes.**

The PN program is designed to prepare students to practice safely as a member of the discipline, provider of care, manager of patient care, and as a lifelong learner in a variety of settings. The PN program teaches theory and clinical courses concurrently. Concurrent theory and clinical experience helps students apply concepts to actual patients, which fosters critical thinking and application of knowledge.

The curricula incorporate current standards, guidelines, and competencies from the following sources to ensure best evidence-based practice:

- Colorado Nurse Practice Act
- Quality and Safety Education for Nurses Core Competencies
- Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing. (2010). New York, NY: National League for Nurses.
- ANA, Nursing's Social Policy Statement, 2<sup>nd</sup> edition
- Healthy People, 2020
- National Patient Safety Goals
- National Federation of Licensed Practical Nurses, Inc., Bylaws

Program SLOs were adopted by the faculty and are reviewed each year. Documentation of discussion can be found in the faculty minutes located in the resource room. CMU has established SLOs for certificate programs within the University. The PN program is in alignment with the university's SLOs. Any changes within the university's SLOs prompt faculty to revisit the PN's SLOs to maintain similar assessments for the PN program at the university and program level.

Table 4.1 Student Learning Outcomes

<b>CMU certificate Student Learning Outcomes</b>	<b>PN program Student Learning Outcomes</b>
<b>Outcome #1</b> Apply principles of grammar and vocabulary in documentation for the field of study ( <b>intellectual skills-communication</b> )	<b>Communication</b> Promote a therapeutic environment supporting communication across the lifespan for vulnerable and diverse populations.
<b>Outcome #2</b> Apply mathematical concepts and practices to the field of study ( <b>intellectual skills- quantitative fluency</b> )	<b>Assessment</b> Demonstrate clinical decision-making and critical thinking skills to provide effective nursing care for individuals throughout the development stages across the lifespan.
<b>Outcome #3</b> Locate, gather, organize and evaluate evidence on an assigned topic, or question of practice, in a work place setting ( <b>intellectual skills- critical thinking</b> )	<b>Planning</b> In collaborative manner, organize and incorporate assessment data (using critical thinking) to plan/revise patient care based on established nursing diagnosis, assessments, and evaluation data.
<b>Outcome #4</b> Demonstrate mastery of the current terminology in the field of study ( <b>specialized knowledge</b> )	<b>Caring Interventions</b> Utilize knowledge of the nursing process, patient needs, and the role of the nurse when providing safe, effective, and individualized patient care, which respects values culture and expressed needs.
<b>Outcome #5</b> Generate substantially error-free products or processes in the field of study ( <b>applied learning</b> )	<b>Managing</b> Implement the nursing process utilizing critical thinking by collecting patient data, identifying patient needs, reporting findings, and providing input into the plan of care.
<b>Outcome #6</b> Demonstrate personal and professional ethical behavior ( <b>specialized knowledge</b> )	<b>Professional Behavior</b> Function as a competent practical nurse within a legal and ethical framework to provide holistic care to patients from diverse backgrounds.

The PN student handbook, syllabi, course schedules, and clinical evaluation tool all contain the SLOs. SLOs are interwoven throughout the program. Each SLO is evaluated six to nine months after graduation in the alumni and employer surveys. Alumni and employer surveys are located in Appendix 4.1.

#### **4.2 The end-of-program Student Learning Outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.**

The PN program utilizes SLOs throughout the curriculum to guide all aspects of the program. Faculty have established clear, concise, and measurable SLOs. The six SLOs as noted in Table 4.1 are Communication, Assessment, Planning, Caring Interventions, Managing, and Professional Behavior. The SLOs are part of the handbook, syllabi, testing, evaluations, and alumni and employer surveys. The SLOs express the outcome of the student learning experience by identifying what the students will accomplish throughout the program in each course and by the end of the program. Course objectives in each syllabus have an established SLO that is being measured. Each clinical faculty utilizes the SLOs as the core measure for student understanding, evaluation of clinical skills, competencies, and learning concepts that demonstrate an understanding and mastery of SLOs in the clinical setting. Learning outcomes are measurable and specify student behaviors, which identify the acquisition of desired knowledge, skills, abilities, capacities, attitudes, or dispositions. The SLOs are consistent with standards of professional practice. The University has adopted Bloom's taxonomy to identify moving from simple to complex concepts, to enable student achievement. Students move from simple concepts in the first semester to increasingly more complex concepts in the second semester. Assignments are specifically designed to help meet the SLOs throughout each course. See the abbreviated syllabi in Appendix 4.6 and full syllabi in the resource room.

**Table 4.2 QSEN, SLOs Moving from Simple Concepts to More Complex Concepts by Course.**

Course	Semester	SLO	QSEN	Bloom's	Didactic/Clinical
NURS101 Pharmacology Calculations	Fall	Communication Assessment Planning Managing Professional Behavior Caring Intervention	Patient-centered care Safety Informatics Evidence-based practice	Recognize	Didactic
NURS112 Basic Concepts of Pharmacology	Fall	Professional Behavior Communication Assessment Planning Caring Interventions Managing	Patient-centered care Teamwork and collaboration Quality improvement Safety Informatics Evidence-based practice	Classify	Didactic
NURS106 Adult Concepts I	Fall	Communication Assessment Planning Caring Interventions Managing Professional Behavior	Patient-centered care Teamwork and collaboration Quality improvement Safety Evidence-based practice	Recognize	Didactic
NURS106L Adult. Concepts I Lab	Fall	Professional Behavior Communication Assessment Planning Caring Interventions Managing	Patient-centered care Teamwork and collaboration Quality improvement Safety Informatics Evidence-based practice	Identify	Clinical
NURS107L Foundations of Nursing Lab	Fall	Professional Behavior Communication Assessment Planning Caring Interventions Managing	Patient-centered care Teamwork and collaboration Quality improvement Safety Informatics Evidence-based practice	Recognize	Clinical

Course	Semester	SLO	QSEN	Bloom's	Didactic/Clinical
NURS109 Introduction to Mental Health	Spring	Professional Behavior Communication Assessment Planning Caring Interventions Managing	Patient-centered care Teamwork and collaboration Quality improvement Safety Informatics Evidence-based practice	Identify	Didactic
NURS109L Introduction to Mental Health Lab	Spring	Professional Behavior Communication Assessment Planning Caring Interventions Managing	Patient-centered care Teamwork and collaboration Quality improvement Safety Informatics Evidence-based practice	Identify	Clinical
NURS117 Obstetrics and Pediatrics	Spring	Professional Behavior: Communication Assessment Planning Caring Interventions Managing	Patient-centered care Teamwork and collaboration Quality improvement Safety Informatics Evidence-based practice	Recognize	Didactic
NURS117L Obstetrics and Pediatrics Lab	Spring	Professional Behavior Communication Assessment Planning Caring Interventions Managing	Patient-centered care Teamwork and collaboration Quality improvement Safety Informatics Evidence-based practice	Identify	Clinical
NURS156 Socialization	Spring	Professional Behavior Communication Planning Managing Assessment Caring Interventions	Teamwork and collaboration Quality improvement Informatics	Execute	Didactic

Course	Semester	SLO	QSEN	Bloom's	Didactic/Clinical
NURS172 Adult. Concepts II	Spring	Professional Behavior Communication Assessment Planning Caring Interventions Managing	Patient-centered care Teamwork and collaboration Quality improvement Safety Informatics Evidence-based practice	Implement	Didactic
NURS172L Adult Concepts II Lab	Spring	Professional Behavior Communication Assessment Planning Caring Interventions Managing	Patient-centered care Teamwork and collaboration Quality improvement Safety Informatics Evidence-based practice	Apply	Didactic

**Didactic (classroom)** = Research paper, exam/test question, oral presentation, standardized test, homework, group work discussion, teaching learning project

**Clinical**=Clinical performance, skills lab, journal, reflection, post conference, simulation, plan of care.

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

The curriculum was developed by the faculty. Minutes demonstrating regular review of the curriculum are in the resource room. Faculty are responsible for the course, selecting the books, the course materials, and layout of the course. The faculty have autonomy to design, implement and deliver course material, in a way which best aligns with the SLOs, standards, and guidelines.

Sources used to evaluate the effectiveness of the curriculum include Kaplan testing, NCLEX-PN pass rates, course evaluations done by students, and alumni and employer surveys. Changes or modifications to the program must be submitted to the CMU Curriculum Committee for review and approval. Each department has a representative on the Curriculum Committee. The Curriculum Committee meets monthly to review curriculum changes at CMU.

Discussion from faculty and input from the students was the driving force behind changing the curriculum by separating the combined course Adult Concepts I and Pharmacology (NURS106) into two distinct courses. Starting fall 2018, the separate courses became NURS106-Adult Concepts I and NURS112-Pharmacology. At the same faculty meeting, it was decided to also separate Adult Concepts II /Mental Health (NURS172) into two courses. In spring of 2019, those separate courses became NURS172-Adult Concepts II and NURS109-Mental Health. These proposed changes were submitted to and approved by the Curriculum Committee. Minutes for both the faculty and curriculum meetings are located in the resource room.

The Program Coordinator, DHS, and DNEP meet bi-annually with members of the Nursing Advisory Council (NAC). Board members are alerted to any anticipated program changes and, in turn, provide feedback. All undergraduate nursing programs at CMU share one Advisory Council.

Nursing faculty believe rigor is a strong component of the PN program. The NCLEX-PN data demonstrate first-time pass rates are consistently at or above the national average. The pass rates on the NCLEX-PN exam have been consistently at 93% or higher. Feedback from employers

indicates students are prepared for practice. Data from survey of employers are available in the resource room.

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

CMU utilizes the term “essential learning” for general education courses. Foundational courses are the courses required specifically by the program. Essential learning and foundational courses enhance the professional nursing knowledge in the PN program. These courses build reading and writing skills. They teach mathematical concepts and an understanding of growth and development through the life span. The foundational requirements provide a strong knowledge and understanding of the human body and how it functions. These courses are the building blocks to success in the PN program.

Essential learning at CMU provides students with a foundation in the arts and sciences that complements the academic emphasis. The broad exposure to diverse fields of study enables students to make intelligent, ethical decisions that reflect a knowledge of respect for diverse people, ideas, and cultures. The courses help students acquire skills critical to student success in academic, personal, professional, and community endeavors both within and outside of CMU. Table 4.4 represents the essential learning and foundational requirements and explains how each course enhances students’ success in completing the PN program.

**Table 4.4 Examples of how foundation courses support enhanced learning**

General Education Class	Class Description	Enhances Completion of Program
Math 110 or higher College Mathematics 3 credits	Essential mathematical concepts for B.A. students. Topics include logic, set theory, solving equations, basic inequalities, combinatorics, probability, descriptive statistics, geometry, consumer mathematics, and the appropriate use of calculators	Math is utilized in dosage calculations throughout the entire program.
English 111 English Composition 3 credits	Introduction to writing as a process with an emphasis on achieving rhetorical purpose.	Writing is utilized throughout nursing in the writing of papers, charting, and written assignments.
English 112 English Composition 3 credits	The practice of academic writing that extends one's own thinking in response to the ideas of others.	Increases writing skills to help students with papers, ideas, and creativity.
Biology 209 Human Anatomy & Physiology I 3 credits	Study of the form and function of several major systems of the human body.	Increases understanding of the human body anatomy and physiology to understand disease processes.
Biology 209L Human Anatomy & Physiology I Lab 1 credit	Study of the form and function of several major systems of the human body.	Increases understanding of the human body anatomy and physiology to understand disease processes.
Biology 210 Human Anatomy & Physiology II 3 credits	Continuation of Human Anatomy and Physiology, which covers additional body systems and disease processes.	Increases understanding of the human body anatomy and physiology to understand disease processes.
Biology 210L Human Anatomy & Physiology II Lab 1 credit	Continuation of Human Anatomy and Physiology, which covers additional body systems and disease processes.	Increases understanding of the human body anatomy and physiology to understand disease processes.

General Education Class	Class Description	Enhances Completion of Program
Psychology 233 Human Growth and Development 3 credits	Developmental principles, ages and stages of the life span, and adjustment techniques.	Teaches the developmental stages over the life span. Students take care of clients of all ages. This class helps them to understand each of the stages.
Biology 241 Pathophysiology	Function of the human body with emphasis on interpretation of those functions in relation to disease processes.	Increases understanding of the human body anatomy and physiology and the effects of certain diseases on the body, which is critical knowledge to successfully care for people experiencing disease processes throughout the life span.
Social and Behavioral Science course 3 credits	This area depends on which social and behavioral course the student is enrolled.	Helps students to have a broad prospective culturally, academically, and personally.

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

PN students at CMU are exposed to culturally and ethnically diverse concepts. Faculty create didactic and clinical experiences for students to actively engage in discussions with diverse populations within the regional medical community. Faculty promote cultural awareness within student learning experiences in order to promote integration of cultural sensitivity into nursing practice.

Students learn that diversity includes not only culture, gender, or ethnic groups but also those who are homeless, of varying ages, or hold different viewpoints. Faculty expect all students to work with and respect individuals regardless of race, ethnicity, or gender. Socioeconomic issues are discussed throughout the curriculum. Students learn to recognize the effect these influences have on patients' abilities to access care. Students care for populations who are medically underserved for socioeconomic reasons.

During clinical, students care for patients with different physical, emotional, and mental needs. Culture, diversity, and ethnicity are incorporated into each course increasing students' knowledge and understanding of diverse populations. Table 4.5 demonstrates culture and diversity concepts that are integrated into the program.

**Table 4.5 Culture and Diversity Concepts Integrated into the PN Program**

Course	Student Objectives	Assignments	Clinical Facility
NURS101 Pharmacology Calculations	Learn about differences with medication administration within various age groups. Acknowledge and support patient-centered care for all individuals.	Tests, Quizzes	Utilized within all clinical rotations
NURS106 Adult Concepts I	Discuss principles of cultural awareness in the plan of care for patients with commonly occurring health conditions.	Tests, Quizzes, Discussion, Prep U's	Theoretical concepts are utilized in NURS106L
NURS106L Adult Concepts I Lab	Lab introduces the student to medical-surgical nursing concepts integrating knowledge from foundational nursing, the sciences, pharmacology, and nutrition and cultural concepts	Clinical Paperwork Care Map/Care Plan	Mantey Heights, Mesa Manor, Larchwood Inn, Foresight, LaVilla Grande
NURS107 Foundations of Nursing	Differentiate common variations in assessment data for pediatric and geriatric patients. Examine the concept of holistic health care and its relationship to the wellness-illness continuum. Identify physical, psychological, lifestyle, and socio-cultural considerations that influence alterations in health and physical assessment data.	Tests, Quizzes, Discussion, Prep U's Group presentation on Cultures	Theoretical concepts are utilized in NURS107L
NURS107L Foundations of Nursing Lab	Incorporate cultural considerations that influence alterations in care. Evaluate bioethical dilemmas including beginning/end of life and quality of life issues.	Skills check offs Practice assignments	In the skills labs at CMU
NURS112 Basic Concepts of Pharmacology	Identify the cultural considerations of administering medications to patients.	Tests, Quizzes, Discussion, Prep U's	Utilized within all clinical rotations

Course	Student Objectives	Assignments	Clinical Facility
NURS109 Introduction to Mental Health	Discuss cultural issues that influence family dynamics with psychiatric disorders.	Tests, Quizzes, Discussion, Prep U's, Group presentations, Role Play	Theoretical concepts utilized in NURS109L
NURS109L Introduction to Mental Health Lab	Provide an opportunity to practice the mental health nursing skills required to meet the needs of clients in a variety of mental health settings with different ethnicities, diversity, and cultures.	Clinical Paperwork/Journals, Mental Health Paper	Jail, Recovery Services, Soup kitchen
NURS117 Obstetrics and Pediatrics	Demonstrate an understanding of the impact that individual psychosocial and cultural values and practices have in caring for the child and family with complications.	Tests, Quizzes, Discussion, Prep U's	Theoretical concepts utilized in NURS117L
NURS117L Obstetrics and Pediatrics	Delivery compassionate and culturally sensitive care to diverse populations within the pediatric and childbearing family.	Clinical Paperwork Patient experiences	St. Mary's Hospital, Community Hospital, Little Mavs, Western Colorado Pediatrics
NURS172 Adult Concepts II	Introduction to medical-surgical nursing concepts integrating knowledge from foundational nursing, the sciences, pharmacology, and nutrition, and cultural concepts.	Tests, Quizzes, Discussion, Prep U's	Theoretical concepts utilized in NURS172L
NURS172L Adult Concepts II Lab	Build on concepts from knowledge in Fundamentals I Lab, incorporating care of ethical and diverse populations in the clinical setting.	Clinical Paperwork Care Maps Medication synthesis	St. Mary's Hospital, Community Hospital, Colorado Canyons
NURS156 Socialization	Introduction to culturally diverse populations within the country and region.	Group Discussion Resume Practice job interviews, Role Playing	No Clinical

#### **4.6 The curriculum and instructional processes reflect educational theory, Inter-professional collaboration, research, and current standards of practice**

CMU utilizes innovative and creative teaching strategies to engage the adult learner. Faculty believe that students are self-directed learners and the instructors are there to guide students. The role of faculty is that of teacher, facilitator, evaluator, advisor, mentor, and resource person. Faculty are responsible for assisting individual students to become knowledgeable, demonstrate competencies, and meet the POs. Faculty engage student learning experiences by utilizing evidence-based practice to meet the growing health care demands for entry into practice.

Faculty emphasize a caring environment that fosters student growth and promotes learning. Faculty respect the knowledge and experience students bring to the educational environment. Adult learning theory empowers learners with mentoring and guidance, allowing both autonomy and self-responsibility in the learning experience.

Faculty remain current in educational theory by attending professional development workshops and conferences. Faculty CVs are found in the resource room. All faculty members maintain career and technical education certificates (CTEs). CTEs are located in the resource room. Faculty attend annual conferences to increase knowledge in teaching and learning.

It is important that students are provided learning opportunities that reflect current standards of practice. The majority of the faculty maintain a clinical practice outside of CMU that allows up-to-date information to be accessed in changing healthcare trends. Faculty make deliberate choices about concepts, content, and experiences essential to professional nursing education. Decisions on content are based on the program's mission, philosophy, educational outcomes, guiding standards, and local and national trends. Because students cannot memorize the entire body of nursing knowledge, faculty focus teaching on the basic core concepts, allowing an infrastructure for future learning. Faculty assist students to obtain critical thinking, sound reasoning, and decision-making skills.

Students interact with other members of the profession in clinical through collaboration with physical therapy, occupational therapy, pharmacy, physicians, advanced practice nurses, respiratory therapy, and discharge planners. These interactions allow students to have a deeper

understanding of holistic care for their patient. Collaboration is emphasized in all theory courses.

Current standards of practice are taught during the first semester in NURS107 Foundations of Nursing. Standards of practice information is carried over to other courses as students advance to increasingly complex concepts. National patient safety goals are taught in NURS107 and are reiterated within the other nursing courses.

In addition, faculty review course content annually. Minutes from faculty meetings are located in the resource room. Faculty participate in educational opportunities to remain current. Faculty also keep current with their certifications and hospital requirements. Some faculty subscribe to professional nursing journals to keep up-to-date with the latest evidence-based practices. Faculty can also utilize the library databases to maintain currency with evidence-based practice.

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

The SLOs are utilized throughout the program for evaluation of all courses, classroom activities, performance in clinical, and in employer and graduate surveys. Each syllabus lists the SLOs and the course objectives used to meet them. The PN Student Handbook is discussed during orientation and students are introduced to the SLOs at that time. Course syllabi demonstrate the various evaluation methods. Abbreviated syllabi can be found in Appendix 4.6. Full syllabi are located in the resource room.

The PN program utilizes Kaplan testing. Kaplan is an outside testing tool that aids students in test preparation to achieve success with NCLEX-style questions. Kaplan formulates different styles of questions to improve test-taking strategies on the NCLEX- PN exam. Each course has a Kaplan testing component as part of the final grade. Students are required to take the Focused Review tests before taking the Integrated examination. Students must work towards a 93% on each of the Focused Review tests. Each proctored Integrated test has a separate benchmark for students, indicating proficiency in that subject. Students who do not meet the benchmark for specific Integrated tests are encouraged to remediate. Kaplan also helps faculty to ensure

instruction in the classroom reflects current NCLEX- PN theoretical practices. The final test in Kaplan is the Readiness test, which predicts the probability that a student will pass the NCLEX- PN. The Readiness test is linked to the SLOs and is found in the resource room.

The clinical performance tool reflects program core concepts and course objectives. The tool evaluates students on the six specific SLOs, which are Professional Behavior, Planning, Communication, Caring Intervention, Assessment, and Management of Care. Specific behaviors are identified for each area utilizing the QSEN competencies. Students are given an average score for each behavior based on the clinical performance rating scale. Scores are converted to a percentage and a letter grade at the end of each clinical rotation. The evaluation tool shows clinical progress throughout the curriculum with higher learning competencies in the second semester (Appendix 4.7). All performance evaluation tools are in the resource room.

**4.8 The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program Student Learning Outcomes and Program Outcomes and is consistent with the policies of the governing organization, the state, and the governing, organization’s accrediting agency.**

CMU is part of the Higher Learning Commission. In addition, the Department of Regulatory Agencies (DORA), Colorado State Board of Nursing, ACEN, and CMU board of Trustees govern the PN program. The PN program practices are consistent with all the governing agencies.

The Higher Learning Commission and Colorado State Board of Nursing (CSBN) do not dictate the number of credit/quarter hours for the program. The university and the Department of Health Sciences determine the length of the program. The CSBN does determine the number of clock hours for theory and clinical courses for a certificate program. The CSBN requires practical nursing education programs to have, at a minimum, 400 clinical hours and 300 theory hours. The Chapter 2 rules and regulations for approval of nursing education programs pages 11-28 can be found at <https://drive.google.com/file/d/0Bxf8Kvf7FrBtdXhoMk54V3pPcWc/view>. CMU faculty senate and the Board of Trustees approve all program changes.

PN students must complete all essential learning and foundational courses before they are eligible to apply to the nursing program. The PN program consists of 15 credits of essential learning, 12 credits of foundation courses, and 30 credits of nursing courses. The program is 57 credits and is completed in four semesters. The PN core course work is completed in 9 months.

The PN program is part of the career ladder in CMU’s Department of Health Sciences. The PN program essential learning, foundational, and nursing courses are designed for students to be able to apply to the next step of the career ladder (LPN-BSN program). Many of the students have completed all essential learning and foundational courses for the BSN program before applying to the PN program. Table 4.8 shows courses by semester. Table 4.8a is a summary of contact hours.

**Table 4.8 Courses by semester**

<b>1<sup>st</sup> Semester Fall 13 credits</b>	<b>2<sup>nd</sup> Semester Spring 14 credits</b>	<b>3<sup>rd</sup> Semester Fall 14 credits</b>	<b>4<sup>th</sup> Semester Spring 16 credits</b>
ENGL 111 (3) BIOL 209 & 209L (4) MATH 110 (3) ESSL Social and Behavioral Science (3)	ENGL 112 (3) BIOL 210 & 210L (4) PSYC 233 (3) BIOL 241 (4)	NURS 101 (1) NURS 106 (3) NURS 106L (2) NURS 107 (3) NURS 107L (3) NURS 112 (2)	NURS 109 (2) NURS 109L (1) NURS 117 (4) NURS 1171 (2) NURS 156 (1) NURS 172 (3) NURS 172L (3)

**Table 4.8a Summary of contact hours**

<b>Courses</b>	<b>Credits</b>	<b>Theory contact hours</b>	<b>Skills lab contact hours</b>	<b>Clinical contact hours</b>
NURS 101	1	15		
NURS 106	3	45		
NURS 106L	2			90
NURS 107	3	45		
NURS 107L	3	15	75	45
NURS 112	2	30		
NURS 109	2	30		
NURS 109L	1			45
NURS 117	4	60		

NURS 117L	2			90
NURS 156	1	15		
NURS 172	3	45		
NURS 172L	3			135
TOTAL	30	300	75	405

TOTAL CONTACT HOURS	DIDACTIC HOURS	CLINICAL HOURS
780 contact hours	300 didactic hours 1 credit= 15 contact hours 1:1 ratio	405 clinical hours 1 credit = 45 contact hours 1:3 ratio

The end-of-program SLOs and POs are consistently met within this curriculum. The number of foundation and essential learning courses enable students to have a broad educational understanding before beginning in the PN program. The 9-month program enables students to be successful as evidenced by above national benchmark NCLEX-PN pass rates.

**4.9 Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.**

Students gain critical experiences at clinical sites in various community agencies. All agencies meet the Joint Commission standards of patient health and safety goals, which are evidence-based and reflect current contemporary practices. Faculty establish positive working relationships with clinical personnel to provide optimal learning opportunities that meet the SLOs. Table 4.9 shows the clinical facilities and their relationship to the SLOs.

**Table 4.9 Clinical Facilities and Their Relationship to the SLOs**

Facility	Professional Behavior	Communication	Assessment	Planning	Caring Interventions	Managing
St. Mary's Hospital	X	X	X	X	X	X
Community Hospital	X	X	X	X	X	X
Colorado Canyons Hospital and Medical Center	X	X	X	X	X	X
Community Oncology	X	X			X	
Colorado Canyons Podiatry	X	X	X		X	
Western Colorado Pediatrics	X	X			X	
Recovery Services	X	X			X	
Little Mav's	X	X	X	X	X	X
Larchwood Inns	X	X	X	X	X	X
Mantey Heights	X	X	X	X	X	X
Mesa Manor	X	X	X	X	X	X
La Villa Grande	X	X	X	X	X	X

Clinical sites have been evaluated every other year. Beginning spring 2019 faculty felt clinical sites needed to be evaluated every semester. A survey was set up within D2L for students to evaluate clinical sites. Questions on the survey are linked to the SLOs. Results from clinical evaluations are located in the resource room.

**Acute Care:** Students gain experiences at several acute care clinical sites, each with unique strengths and a variety of health care services. These sites provide students the opportunity to meet clinical course objectives, SLOs, and POs across the curriculum. All sites maintain strong educational programs for their staff, including in-service education and skills days to assure that their care meets the highest standards. The safety goals for each facility are discussed with students during orientation and prior to their clinical experience.

**Colorado Canyons Hospital and Medical Center:** Students gain experiences in rural health care services. Colorado Canyons has served the Fruita, Colorado community for over 60 years. The 25-bed hospital was a result of a community effort in the mid-1940s. Services offered include surgery, emergency care, lab, imaging, adult rehabilitation, assisted living, nursing home, specialized Alzheimer's care, outpatient procedures, pain management, and pediatric rehabilitation. The mission, vision, and value statements align with CMU's mission of offering abundant opportunities. Students gain a great understanding of the challenges within a rural healthcare setting.

**St. Mary's Hospital:** St. Mary's Hospital & Medical Center in Grand Junction, Colorado, is the largest medical center between Denver and Salt Lake City and is committed to putting people first. Serving the healthcare needs of western Colorado and eastern Utah for nearly 120 years, St. Mary's is a part of SCL Health and is a faith-based, nonprofit provider with 11 hospitals in three states. Founded in 1896 by the Sisters of Charity of Leavenworth, St. Mary's has a rich history of serving the many needs of its community, from advanced medical care to charitable giving. Services offered include a birthing center, cardiac and vascular services, emergency and trauma services, imaging center, Level IIIB neonatal intensive care unit, orthopedic and spine services, regional blood center, regional cancer center, and surgical specialties.

**Community Hospital:** Community Hospital in Grand Junction, Colorado is a full-service, acute care hospital licensed for 60 beds. As part of the Colorado West Healthcare System, they are a Level III Trauma Center that offers full outpatient diagnostic services and inpatient care for the Western Slope region of Colorado and eastern Utah. Community Hospital brings together expert staff and world-class technology in a healing, family-centered environment. They provide a full range of medical services, including inpatient and outpatient surgery, and emergency care. They have comprehensive diagnostic capabilities: state-of-the-art ultrasound, CT, digital mammography, and cardiac testing. Community Hospital proudly partners with the University of Utah Health Care and Huntsman Cancer Institute to provide world-class medical and radiation oncology treatment. Community Hospital is Joint Commission accredited.

Each of the facilities offers students a wide array of experiences. These experiences allow students to obtain the SLOs and POs. The various experiences help students make connections, utilize critical thinking in various settings, and experience different health care settings.

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

Affiliation Agreements are reviewed with clinical agencies every five years. The agreements renew each year unless either party discontinues the agreements in the interim. The DHS and the Assistant Vice President of Auxiliary Services review and sign all agreements initially or with any new changes. The CPC generates new contract agreements as needed. The Assistant Vice President of Auxiliary Service has final approval on all agency agreements. The process for renewing affiliation agreements is located in the resource room.

Affiliation agreements list responsibilities of the university and the agencies. The agreement is a binding contract between the university and the agency. Signed agreements are stored in a secure online folder. The original agreement is filed in the Purchasing Department. Under no circumstances may a student start a clinical rotation at a facility in which CMU does not have a contract. The CPC informs faculty when an agreement has been signed. Affiliation agreements are available in the resource room.

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

Learning activities, instructional materials, and evaluations are presented in an on-campus format. In-class instruction consists of class discussions, small-group work, individual and group projects to name a few examples. The syllabi link instruction to program SLOs. All courses at CMU utilize D2L for their Learning Management System. Students receive PowerPoint slides, study guides, and grades through D2L. Some instructors utilize D2L for testing purposes.

## Standard 5: Resources

**5.1 Fiscal resources are sustainable and sufficient to ensure the achievement of the end-of-program Student Learning Outcomes and program outcomes, and commensurate with the resources of the governing organization.**

The budget is sustainable and sufficient to assure the SLOs and POs are achieved. The governing organization supports the budget within the Department of Health Sciences program to ensure that the PN program has sufficient funds to prepare nursing students. There is a process for regular review of the adequacy of the program's fiscal resources. The DHS submits the budget for the program each year. Faculty discuss needs with the DNEP and DHS within each of the health sciences programs. The DHS then recommends a budget based off the needs of each program within the department. The DNEP and the DHS began meeting summer of 2019 to discuss budget items. This process was added due to a State Board requirement that the DNEP be involved in the department budget review. Minutes from meeting available in the resource room.

The Colorado Commission on Higher Education (CCHE) provides access to high quality, affordable education for all Colorado residents. The CCHE provides the best price with the best possible service for Colorado residents. The CCHE is made up of 10 board members who are appointed by the Governor. The budget for the Department is submitted to governing boards. CMU then submits the budget for the entire University to the governor and the General Assembly. The main function is to develop the annual combined operating budget for public universities, develop and implement financial statements for colleges and universities, coordinate budget process, and monitor tuition and fee policies. The CCHE grants full authority and responsibility to the Board of Trustees (BOT) for the control and governance of CMU.

The BOT delegates to the president of the University the authority and responsibility to establish, maintain, and manage the financial budget and accounting system, which is subject to approval by the BOT each fiscal year. The BOT manual <https://www.coloradomesa.edu/trustees/documents/bot-policy-manual.pdf> (page 23), outlines this policy. The BOT has the responsibility and authority to set tuition and fees in accordance with the policies established by the CCHE. The BOT manual

<https://www.coloradomesa.edu/trustees/documents/bot-policy-manual.pdf> (page 23) also shows the policy for tuition and fees. The BOT recognizes the Faculty Senate as a formal, direct, two-way communication link between the board and the faculty; the president of the senate has an opportunity to address the BOT at each public session. Income for CMU is based on full-time equivalent students (FTEs). The College Opportunity Fund (COF) is available to CMU undergraduate, in-state students for tuition purposes. These students must be enrolled in classes. COF information is available at <https://www.coloradomesa.edu/cof/index.html>. The CMU Budget Office is responsible for the management of the University's budget and fiscal planning <https://www.coloradomesa.edu/budget/index.html>.

Salary ranges are included in the annual budget review and are reevaluated every three years. Salaries are comparable to other institutions of similar size and status and generally support recruitment and retention of qualified faculty and staff. In summer 2018, the administration recognized the need to increase salaries for Health Sciences tenured and tenure-track faculty to be comparable to other peer institutions. In addition, CMU faculty receive annual cost of living raises. Documents relative to faculty salaries are available in the resource room.

**5.2 Physical resources are sufficient to ensure the achievement of the end-of-program Student Learning Outcomes and program outcomes, and meet the needs of the faculty, staff, and students.**

Available physical resources include, but are not limited to the Tomlinson Library, sufficient campus classrooms, office space in the Health Sciences building (HS), and the Clinical Education Center (CEC). The CEC includes six rooms with six beds in each. Two rooms are considered flex-labs for both classroom and lab instruction. The simulation lab includes five separate simulation rooms. One simulation room is specifically designed as an OB suite. All labs are “smart” labs with video demonstration links and a computerized documentation system. Faculty offices are equipped with a desk, chairs, filing cabinet, bookcase, telephone, and a computer. All classrooms are equipped with “smart” technologies that include networked computers, document readers, video projector, TV/VCR, and videotaping capabilities. Appendix 5.2 lists equipment available for all Health Sciences programs.

The Department of Health Sciences moved into a remodeled facility in January 2017. The construction project included major refurbishing and remodeling of 9,660 square-feet in the former Community Hospital Medical Plaza and added 25,718 square-feet of new space. The new facility now includes:

- Student areas, dedicated classrooms, post-clinical conference rooms, group study areas, a computer lab, a critical care simulation lab, an OB simulation lab, and a student resource room.
- Clinical laboratories for radiologic sciences, medical laboratory technology, nursing assessment and clinical skills development.
- Administrative staff and faculty offices, a department reception area, workroom, and conference rooms. Each area is adequately supplied with state-of-the-art office equipment that meets the needs of daily routines encompassing on-site and distance education.

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

Resources and technology are selected with input from the faculty. All resources are current and provide easy access for faculty and students. There are many resources available for both students and faculty. Faculty discuss any needs during faculty meetings. Faculty minutes of discussion of technology is available in the resource room.

**Tomlinson Library:** As CMU reached an enrollment of approximately 10,000 students, the need to expand and update what CMU's President designates as the "the heart of the campus" became crucial. The new facility celebrated its grand re-opening in January 2016. New technology, rich collaborative study spaces, instruction classrooms, quiet study rooms, compact shelving for book and journal collections, and a wide variety of student workstations dramatically increasing computer access are highlights of the new facility. In addition, the Technology Help Desk was relocated to the library. A list of library books and journals is located in the resource room.

Tomlinson Library supports CMU's mission of exceptional teaching and academic excellence by providing professional librarians, diverse and comprehensive collections, information literacy

instruction and assessment, and a variety of services offered by all departments. Information on the library is located at <https://www.coloradomesa.edu/library/index.html>. Librarians provide personalized research assistance to support both faculty and students. Librarians are available to help students identify, evaluate, and ethically use information sources within and beyond the library.

The library collection includes over 262,000 books, e-books, and audio-visual materials, as well as over 120 databases of academic journal literature. Students, faculty, and staff can borrow materials from CMU as well as other Colorado and regional libraries, including several large academic research libraries, with delivery to our main and Montrose campuses, Western Colorado Community College Bishop campus, and to Distance Education students via many Colorado public libraries.

Tomlinson Library is a welcoming, comfortable environment providing study rooms, a 24-hour study space, computers, printing & scanning, IT support, convenient dining and café options, outdoor seating with a fire pit, and much more.

**Admissions Office:** The Admissions Office serves as the initial point of contact for prospective students and their families <https://www.coloradomesa.edu/admissions/index.html>. Among the staff's responsibility is the recruitment of students and the processing of admissions applications and petitions for changes to residency classification for tuition purposes. Activities of CMU's student ambassadors are also coordinated through this office.

**Academic Advising and Career Services:** All students have access to the services provided by this department including: testing support, tutoring, writing support, educational access, career assessment, career advising, employment preparedness workshops, internship information, and academic advising <https://www.coloradomesa.edu/art/student-resources/advising.html>. Career services can be found at <https://www.coloradomesa.edu/career/index.html>.

**Program Advising:** The Program Coordinator does all advising for the program. Students may make appointments to meet with the coordinator. Students are also able to meet during office hours (5 hours a week) and/or have questions answered by email or text.

### **Learning Resources specific to nursing students**

**Lab Equipment:** All equipment used in clinical lab settings is similar to equipment used in clinical sites. The PN program currently shares access to equipment with other Department of Health Sciences programs. Shared access of equipment and lab allows development of interdisciplinary communication and coordination between students from a variety of programs. Lab equipment is purchased in order of need. The Clinical Education Center (CEC) staff strive to have the most up-to-date learning opportunities simulating current best practices and trends. The CEC Coordinator orders the majority of the equipment and supplies at the beginning of each fiscal year. Inventories are reviewed throughout the year and supplies are restocked as needed. Students have an additional nursing supply fee, which is paid through the bookstore. The fundamentals lab lead instructor coordinates what supplies will be needed for the students.

**Clinical Education Center (CEC):** The CEC nursing labs and computer center are available to students five days a week. Student assistants staff the lab. Faculty work with students in the lab as needed. Bachelor of Science in Nursing leadership students are also available to help students with skills.

### **5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.**

The PN program only has one site and all students receive the same delivery method.

## **Section Three**

### **Outcomes**

## **Standard 6: Outcomes**

**6.1 The program demonstrates evidence of students' achievement of each end-of-program student learning outcomes.**

**There is ongoing assessment of the extent to which students attain each end-of-program student learning outcomes. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcomes. Program evaluation demonstrates that students and graduates have achieved each end-of-program student learning outcome and each program outcome.**

**The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:**

- A. Specific, measurable expected levels of achievement for each end-of-program Student Learning Outcomes and each program outcome**
- B. Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.**
- C. Regular intervals for the assessment of end-of-program Student Learning Outcomes and each program outcome.**
- D. Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program learning outcome and each Program Outcome.**
- E. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program learning outcome and each program outcome.**
- F. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program learning outcome and each program outcome.**

CMU's systematic plan for program evaluation (SEP) is a comprehensive multi-faceted plan. The SEP is individualized to meet the needs of the students, faculty, and program. The SEP presents a format for the measurement and evaluation of SLOs and POs. Data analysis is based on outcomes used for programmatic maintenance and improvements. Faculty meet annually and as needed to evaluate and update the SEP. Minutes from faculty meetings are available in the resource room.

The SEP provides an organized method for monitoring the achievement of competencies of the students' progression and completion. Review of SLOs and POs evaluate program effectiveness. The PN program strives to promote successful learning through its curriculum and achievement of outcomes enabling new graduates to function safely as a nurse.

The faculty determine expected levels of achievement. Faculty determine the need for changes based on results from the data collected. Faculty determine the need for changes based on SLOs, POs, and from student and alumni employer evaluations.

Formal student evaluations of each course are completed in the last two weeks of each semester. Students evaluate faculty through the online portal in the MAVZone. Aggregated data both qualitative and quantitative is received approximately two months after completion of the evaluation. Evaluation tools used throughout the program are available in the resource room. The tools utilized for evaluation are shown below.

Type of Evaluation	Evaluation Tool	Courses	When given
Course Evaluation by students	Course evaluation	All courses	End of the semester
Clinical evaluation tool	Clinical Performance Evaluation Tool	Clinical courses	End of semester or end of each section of the clinical
Graduates	Graduate Survey	All graduates	6-9 months post-graduation
Employers	Employer Survey	Employees	6-9 months post-graduation
CMU exit survey	Student survey	All graduates	Upon graduation

**6.2 The program demonstrates evidence of graduates' achievement on the licensure examination.**

**The program's most recent annual licensure examination pass rates will be at least 80% for all first-time takers during the same 12-month period.**

**There is ongoing assessment of the extent to which graduates succeed on the licensure examination.**

**There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.**

Success on the NCLEX-PN boards is discussed with students, at faculty meetings, and with the Advisory Council. Advisory Council and faculty minutes are available in the resource room. The program has a very successful pass rate. The pass rates in the last three years has been above the 80% first-time tests takers requirement by ACEN. Table 6.2 shows the PN program's NCLEX-PN pass rates.

**Table 6.2 PN program NCLEX-PN Pass Rates**

Expected Level of Achievement	Year	Licensure PN Pass Rate
ELA 80%	2018	93.75%
ELA 80%	2017	96.55%
ELA 80%	2016	96.77%
ELA 80%	Three-year Mean	95.60%

The PN program has been above 90% since it began in 2007. Pass rates are discussed as data are received and supports continuation of the program and its curriculum. Faculty discuss with the students the importance of remediating on their Kaplan examinations in each course and in the Readiness test. The Readiness test gives students the estimated percent chance they will pass the boards.

### **6.3 The program demonstrates evidence of students' achievement in completing the nursing program.**

**The expected level of achievement for program completion is determined by the faculty and reflects student demographics.**

**There is ongoing assessment of the extent to which students complete the nursing program.**

**There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.**

**There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program, as a whole, as well as disaggregated by program option, location, and data of program completion or entering cohort.**

Faculty determined an appropriate completion rate for the program of 85%, meaning 85% of PN students who start the program will complete the program in two semesters. Students who do not complete the program can return if space is available. Students who fail or withdraw in the first semester of the program must re-apply to the program.

The nursing portion of the PN program is two semesters. Program completion rates are tracked and recorded. Program completion rates are determined by the number of students who have completed the program within two semesters divided by the total number of students in that cohort. Table 6.3 shows the completion rates for the PN program.

**Table 6.3 Completion rates for the PN program**

Expected Level of Achievement	Year	Completion Rates
85% ELA	2019	36/36= 100%
85% ELA	2018	32/32= 100%
85% ELA	2017	29/33= 88%
85% ELA	Three-year mean	96%

Completion rates have consistently been above the 85% benchmark set by the faculty.

Completion rates are reported during faculty meetings and NAC meetings. Minutes for both are available in the resource room.

#### **6.4 The program demonstrates evidence of graduates' achievement in job placement.**

**The expected level of achievement of job placement is determined by the faculty and reflects program demographics.**

**There is ongoing assessment of the extent to which graduates are employed.**

**There is analysis of assessment data, and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.**

**There is a minimum of the three most recent years of available job placement data and data are aggregated for the nursing program as a whole.**

A graduate survey is sent out 6-9 months post-graduation. One of the questions on the survey asks if the graduate is employed either part-time or full-time. The survey is distributed to alumni during orientation to the LPN-BSN program. This is an effective means of receiving results on employment due to the number of former graduates who return to the LPN-BSN program. Those who do not return to the LPN-BSN program are emailed/mailed the survey.

Faculty set a benchmark of 90% of students will be employed as LPNs within 12 months of graduation. Some students decide not to work as a LPN so that they can finish their foundational and essential learning courses before applying to the LPN-BSN program. Table 6.4 shows PN job placement rates.

Table 6.4

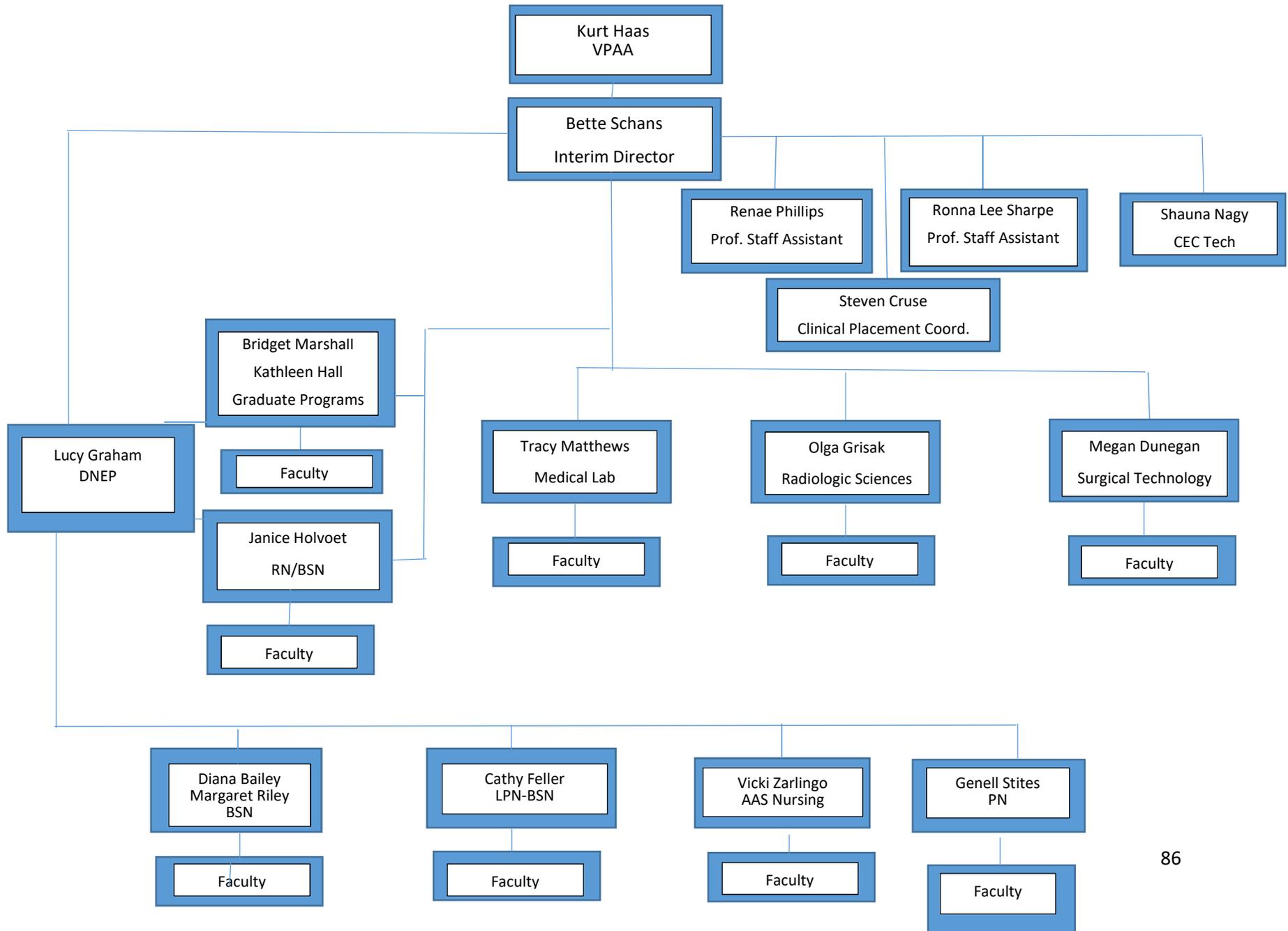
Expected level of achievement (benchmark)	Year	Job placement rates of those that answered survey
90% ELA	2018	90%
90% ELA	2017	92%
90% ELA	2016	92%
90% ELA	Three-year mean	91%

The table above reflects those students who returned surveys. However, faculty are aware of other students who are working and are not reflected in the statistics, as they did not complete the survey. Ongoing evaluation of job placement is discussed at faculty meetings. If there were a decrease in the number of students who are employed as LPNs, faculty would discuss the decrease in employment with local facilities. Faculty would also communicate with the graduates. Feedback from both employers and graduates would help determine the reason for the decrease and allow faculty to address potential program-related causes.

## **Section 4**

## **Appendix**

Appendices 1.2 Campus wide organizational chart



Appendix 1.6 DNEP Orientation/Evaluation



Director of Nursing Education Programs (DNEP)

DNEP NAME: Lucy Graham

Orientation/Evaluation Year: 2018

Factor	Unsatisfactory 1	Below Expectations 2	Successful 3	Above Expectations 4	Exceptional 5
<b>A. Departmental Management and Administration</b>				4	
<b>B. Instruction and Curriculum Oversight</b>					5
<b>C. Faculty and Personnel Management</b>					5
<b>D. Student Management</b>					5
<b>E. Budget and Resource Management</b>				4	
<b>F. State Board and Accreditation Management</b>				4	

**DNEP Comments:**

**Director of Health Sciences Comments:**

Lucy began this position in May, 2018. She has been an excellent leader in the Nursing Programs and is becoming more comfortable with her role as Director of Nursing Education Programs. She not only represents CMU to the State Board of Nursing but also to the programs' accreditation agencies. Through her leadership, the BSN program revised their curriculum, the AAS program review process is going well, and all three degree programs are undergoing self-study and site visit preparations for this coming fall and next spring. Lucy knows how to manage faculty with respect but with a complete understanding of what the expectation are to provide quality education to our students. Lucy also has provided complete support for me in managing the Department of Health Sciences. Thank you.

**Bette Schans, PhD, RTR  
Interim Director, Health Sciences  
Colorado Mesa University**

**Signature DNEP:**

**Date: March 25, 2019**

**Signature Director Health Sciences:**



**Date: March 25, 2019**

Appendix 2.1 Faculty Qualifications and Profile Table.

**FACULTY PROFILE TABLE**

Agency Information

**Directions:** Instructions for completing the Faculty Profile Table can be found at [http://www.acenursing.net/resources/FacultyProfile\\_Instructions.pdf](http://www.acenursing.net/resources/FacultyProfile_Instructions.pdf)

**Name of Institution: Colorado Mesa University**

**Date Form Completed: June 4, 2019**

**Name of Nursing Education Unit: Health Sciences**

Agency	Name of Agency	<b>Full- and Part-Time Faculty Requirements</b> <i>Directions: List the specific academic, licensure, practice/teaching, and/or other requirements (as applicable) for full and part-time faculty by agency and include the reference (link or location) where information can be verified. If requirements are not applicable for an agency, provide a brief explanation why.</i>
<b>The program's state regulatory agency for nursing</b>	Department of Regulatory Agencies (DORA)	Reference: <a href="https://drive.google.com/file/d/0Bxf8Kvf7FrBtdXhoMk54V3pPcWc/view">https://drive.google.com/file/d/0Bxf8Kvf7FrBtdXhoMk54V3pPcWc/view</a> Requirements: Chapter II rules for nursing programs and faculty
<b>Other state agency (e.g., state department of education, state system, etc.)</b>	Colorado Department of Higher Education	Reference: Requirements: Not required to obtain approval.
<b>The program's governing organization</b>	Colorado Mesa University	Reference: <a href="https://www.coloradomesa.edu/trustees/index.html">https://www.coloradomesa.edu/trustees/index.html</a> Requirements: See requirements Board of Trustees Policy Manual
<b>The governing organization's accrediting agency</b>	The Higher Learning Commission of North Central Association of Colleges and Schools	Reference: <a href="https://www.hlcommission.org/component/directory/?Action=ShowBasic&amp;Itemid=&amp;instid=1055">https://www.hlcommission.org/component/directory/?Action=ShowBasic&amp;Itemid=&amp;instid=1055</a> Requirements: The responsibility for assuring the quality of an institution rests first with the institution itself. Institutional accreditation assesses the capacity of an institution to assure its own quality and expects it to produce evidence that it does so.

## Faculty Profile Table

### Qualifications of Full-Time Faculty Exclusive to Practical Nursing Program

1	2	3	4	5
LAST NAME, FIRST NAME <i>Alphabetical Order by Last Name</i>	DATE OF INITIAL APPOINTMENT <i>Month/Year</i>	ACADEMIC DEGREES <ul style="list-style-type: none"> <li>• <i>Undergraduate Degree(s): name of degree/date of completion</i></li> <li>• <i>Graduate Degree(s): name of degree/specialty/date of completion</i></li> <li>• <i>Waiver/exception (if applicable) for credential/experience requirements: (explain)</i></li> <li>• <i>Currently enrolled: name of degree/projected date of completion</i></li> </ul>	LICENSURE/ CERTIFICATION <ul style="list-style-type: none"> <li>• <i>Current licensure: state/license number/expiration date</i></li> <li>• <i>Current certifications: type/date acquired/expiration date</i></li> </ul>	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY <ul style="list-style-type: none"> <li>• <i>Course: Prefix, Number, Role/Responsibilities</i></li> <li>• <i>Committees; Course, Clinical, Laboratory Coordination, etc.</i></li> </ul>
Pilcher, Linda	August/2013	<ul style="list-style-type: none"> <li>• Bachelor of Science in Nursing. South University, 2009</li> <li>• Master of Science in Nursing. South University, 2011</li> </ul>	Colorado RN.0053946 Exp. 09/30/2020	<p><u>NURS101 Pharmacology Calculations:</u> Lead instructor, Responsible for syllabi, course schedule, papers, classroom activities and classroom</p> <p><u>NURS106 Adult Concepts I:</u> Responsible for syllabi, course schedule, papers, classroom activities and classroom</p> <p><u>NURS107L Foundations of Nursing</u> Laboratory- Responsible for skills, check offs, and student grading.</p> <p><u>NURS112 Basic Concepts of Pharmacology:</u> Lead instructor, Responsible for syllabi, course schedule, papers, classroom activities and classroom</p> <p><u>NURS172 Adult Concepts II:</u> Lead instructor, Responsible for syllabi, course schedule, papers, classroom activities and classroom</p>

				<p><u>NURS109 Introduction to Mental Health:</u> Lead instructor, Responsible for syllabi, course schedule, papers, classroom activities and classroom</p> <p><u>NURS109L Introduction to Mental Health Lab:</u> Grade papers, coordinate schedule, grade mental health paper.</p>
--	--	--	--	--

## Faculty Profile Table

### Qualifications of Part-Time Faculty Exclusive to Practical Nursing Program

**Directions:** Complete requested information below for each part-time exclusive faculty member teaching **at the time of the site visit.** Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME  <i>Alphabetical Order by Last Name</i>	DATE OF INITIAL APPOINTMENT  <i>Month/Year</i>	ACADEMIC DEGREES  <ul style="list-style-type: none"><li>• <i>Undergraduate Degree(s): name of degree/date of completion</i></li><li>• <i>Graduate Degree(s): name of degree/specialty/date of completion</i></li><li>• <i>Waiver/exception (if applicable) for credential/experience requirements: (explain)</i></li><li>• <i>Currently enrolled: name of degree/projected date of completion</i></li></ul>	LICENSURE/ CERTIFICATION  <ul style="list-style-type: none"><li>• <i>Current licensure: state/license number/ expiration date</i></li><li>• <i>Current certifications: type/date acquired/ expiration date</i></li></ul>	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY  <ul style="list-style-type: none"><li>• <i>Course: Prefix, Number, Role/Responsibilities</i></li><li>• <i>Committees; Course, Clinical, Laboratory Coordination, etc.</i></li></ul>
Goss, Brittany	Oct/2018	Bachelor of Science in Nursing. Colorado Mesa University	Colorado RN.1646964 Exp. 09/30/2019	<u>NURS 106L Adult Concepts I Lab:</u> Supervise students, grade assignments <u>NURS 172L Adult Concepts II Lab:</u> Supervise students, grade assignments
Martin, Charlotte	August/2017	Bachelor of Science in Nursing. Colorado Mesa University	Colorado RN. 1625839 Exp. 09/30/2020	<u>NURS 107L Foundations of Nursing Laboratory:</u> Responsible for skills, check offs, and student grading.
Moore, Amanda	August/2016	Bachelor of Science in Nursing. Master of Science in Nursing	Colorado RN.1633745 Exp. 09/30/2019	<u>NURS 107L Foundations of Nursing Laboratory:</u> Lead, Responsible for syllabus, schedule, coordination of class, skills, check offs, and student grading. <u>NURS 172L Adult Concepts II Lab:</u> Supervise students, grade assignments

				<u>NURS 117L Obstetrics and Pediatrics Lab:</u> Supervise students, grade assignments
--	--	--	--	--

## Faculty Profile Table

### Qualifications of Full-Time Faculty Shared Teaching Responsibilities in More than One Nursing Program

1	2	3	4	5
LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
<i>Alphabetical Order by Last Name</i>	<i>Month/Year</i>	<ul style="list-style-type: none"> <li>• <i>Undergraduate Degree(s): name of degree/date of completion</i></li> <li>• <i>Graduate Degree(s): name of degree/specialty/date of completion</i></li> <li>• <i>Waiver/exception (if applicable) for credential/experience requirements: (explain)</i></li> <li>• <i>Currently enrolled: name of degree/projected date of completion</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Current licensure: state/license number/expiration date</i></li> <li>• <i>Current certifications: type/date acquired/expiration date</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Course: Prefix, Number, Role/Responsibilities</i></li> <li>• <i>Committees; Course, Clinical, Laboratory Coordination, etc.</i></li> </ul>
Roberts, Anita	August/2016	AS, Armstrong State College; BSN, MSN, University of Phoenix	Colorado RN.0064087 Exp. 09/30/2020	<u>NURS 106L Adult Concepts I Lab</u> : Supervise students, grade assignments <u>NURS 172L Adult Concepts II Lab</u> : Supervise students, grade assignments <u>NURS 109L Introduction to Mental Health: Lab</u> - Grade papers, supervise students.
Stites, Genell	January/2005	Bachelor of Science in Nursing, University of Northern Colorado, 1989 Master degree in Nursing Education with an emphasis in Leadership Regis University 2006 Enrolled DNP in Family Nurse Practitioner completion date Spring 2020	Colorado RN.0116239 Exp. 09/30/2020	<u>NURS 117 Obstetrics and Pediatrics</u> : Co-teach set up syllabus, schedule, tests, and course.

Gummin, Tedra	July/2018	<ul style="list-style-type: none"> <li>• Bachelor of Science in Nursing, Colorado Mesa University, 1992</li> <li>• Master of Science in Nursing, Colorado Mesa University, 2014</li> </ul>	Colorado RN.0088587 Exp. 09/30/2019	<p><u>NURS107 Foundations of Nursing:</u> Lead instructor. Responsible for syllabi, course schedule, exams, quizzes and classroom management.</p> <p><u>NURS107L Foundations of Nursing Lab:</u> Assist with skills and mentoring of new faculty.</p> <p><u>NURS106L Adult Concepts I Lab:</u> Mentor new faculty, supervise students as needed</p> <p><u>NURS156 Socialization:</u> Lead instructor, Responsible for syllabi, course schedule, papers, classroom activities and classroom management.</p> <p><u>NURS117 Obstetrics and Pediatrics:</u> Co-teach. Responsible for pediatric content, testing, quizzes.</p>
------------------	-----------	--	---	--

## Faculty Profile Table

### Qualifications of Part-Time Faculty Shared Teaching Responsibilities in More than One Nursing Program

1	2	3	4	5
LAST NAME, FIRST NAME  <i>Alphabetical Order by Last Name</i>	DATE OF INITIAL APPOINTMENT  <i>Month/Year</i>	ACADEMIC DEGREES  <i>• Undergraduate Degree(s): name of degree/date of completion • Graduate Degree(s): name of degree/specialty/date of completion • Waiver/exception (if applicable) for credential/experience requirements: (explain) • Currently enrolled: name of degree/projected date of completion</i>	LICENSURE/ CERTIFICATION  <i>• Current licensure: state/license number/ expiration date • Current certifications: type/date acquired/ expiration date</i>	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY  <i>• Course: Prefix, Number, Role/Responsibilities • Committees; Course, Clinical, Laboratory Coordination, etc.</i>
Vaden, Mandi	Spring 2016	Associates degree, Science, Northeast Texas Community College, May 2012; BSN, West Texas A & M University, December 2014	Colorado RN.1645836 Exp. 09/30/2019	<u>NURS107L Foundations of Nursing Lab:</u> Assist students in learning essential skills, checkoffs and evaluations.

## Qualifications and Professional Development Addendum

**Faculty Name: Amanda Moore, RN, MSN**

**List relevant:**

- **Areas of expertise and experience:**

Medical-surgical, Cardiac, OB, Pediatrics, NICU, Labor and Delivery- Transitional Care of newborn infants.

**Clinical practice and/or teaching experience:**

Registered Nurse St. Mary's Hospital

Telemetry July 2015-January 2017 Assessment of cardiac, medical and critical patients., Reporting all findings and collaborating with the interdisciplinary team. Cardiac monitoring. Administering all medications and treatments

OB, NICU, Pediatrics, Transitional care Nurse-January 2017 to present OB assessing mother and baby and providing care based on findings. Infant care education, lactation support, postpartum emotional and physical support. Transitional Care of babies at birth. Pediatric assessment, NICU assessment and medications. Oral and intravenous medication administration, including; blood products, magnesium and insulin.

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)  
Presentation/Project: Antepartum Kardexes to help track antepartum care appropriately, developed the sheet presented to all units and it was adopted.

**Faculty Name: Anita J. Roberts**

**List relevant:**

- **Areas of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)  
Medical-surgical, Geriatrics, Neuro-science, Telemetry

- **Clinical practice and/or teaching experience:**

Currently Clinical Coordinator and staff RN at rehab/long-term care since April 2018. Duties include staffing, admission assessment and charting of new admits and being able to take over a floor if there is a sick call. Prior to this 30 plus years of acute care staff nursing in med-surg, neuro-science, intermediate care, ortho, ICU and telemetry.

For past 3 years have been full-time clinical instructor in the PN and BSN program with

12-hour shifts two to three times a week for fall and spring semesters as well as mental health and population health summer rotation for summer students for the past three summers.

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)  
Current in ACLS, BLS and teaching credential

Two presentation demonstrations for search committees June of 2016 and May 2019

**Faculty Name: Charlotte M. Martin**

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)  
Area of expertise includes 20 years Emergency medicine, 2 years Case Management/Primary Care, 4 years Acute Care

**Advanced Cardiovascular Life Support (ACLS)** Advanced life support skills, including CPR, AED use, and management of respiratory arrest, arrhythmias, acute coronary syndromes and stroke.

**Pediatric Advanced Life Support (PALS)** Advanced life support skills for treating children and infants, including CPR, AED use, and management of respiratory emergencies, shock emergencies, and arrhythmias.

**Basic Life Support (BLS)** Basic life support skills including CPR, AED use, and ventilations. Available in two tracks: pre-hospital and in-facility

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities:

**Case Management Community Hospital Primary Care 09/2016-6/2018**

Develop and implement Case Management division including care coordination within all Community Hospital primary care offices. Case Manager providing clinical experience with adults and families with complex medical issues, case management nursing competencies to ensure efficient and effective care to reduce the morbidity and mortality of high-risk patients. Provide patient specific clinical data, summarizing episodes of acute care and facilitating a seamless transition back into the community to prevent readmission. Expertise in determine new and ongoing issues via continuous assessment of high-risk patient's unique physical, psych/social, emotional and educational needs and a resource for the practice patients, physicians, medical assistants and clerical staff.

**Lecturer of Nursing- Colorado Mesa University 8/2017 to present**

Teach and advise students in the LPB-BSN program.

Create an effective learning environment for students while using appropriate resources, technology, and pedagogy in the delivery of courses.

Responsible for instruction to follow approved curriculum and to achieve course student learning outcomes.

Evaluate student performance in coursework and make necessary provisions to meet learning needs.

Maintain student grades and attendance

Maintain equipment as needed

Monitor lab competencies and confirm skill levels  
Perform all responsibilities and instructional duties in accordance with local, state, and federal regulations as well as CMU policies and procedures  
Maintain good working relations with all clinical affiliates  
Promote a positive collegiate atmosphere

**CPR Instructor- 7/2013 to present-** As a certified CPR (cardiopulmonary resuscitation) instructor, organizing and instructing students in the proper use of AED and performing high quality CPR.

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

**Faculty Name: Genell Stites MSN, RN, BSN**

**List relevant:**

- **Area(s) of expertise and experience**

**Experience:**

January 2016-2017 Community Hospital Staff RN Birthing Center

July, 2013-present: Full-time Faculty Administrator Practical Nurse Program coordinator:  
Administrative duties including clinical scheduling, Syllabi preparation, Petition to graduate, Advising, and Admissions-Colorado Mesa University

January 2007- 2017 Full-Time Faculty: Administrator LPN-AAS Program Coordinator Administrative duties including clinical scheduling, Syllabi preparation, Petition to graduate, Advising, and Admissions-Colorado Mesa University

January 2003-2007 Part-time Faculty Mesa State College Clinical instructor BSN

September, 2003- 2015: Perinatal Flight Nurse, Staff Nurse Labor and Delivery, Relief  
Charge Nurse Labor and Delivery, High Risk Obstetric Clinic PRN- St. Mary's Hospital

September, 1997- July 2003: Team Leader/Charge Nurse Assistant Nurse Coordinator, Labor and Delivery-High Risk - Swedish Hospital, Englewood, CO

April, 1996-July 1997: Staff Nurse/Relief Charge Nurse, Labor and Delivery-High Risk- Integris Baptist Medical Center- Oklahoma City, OK

December 1995-April 1996: Staff Nurse Labor and Delivery- Columbia Edmond Hospital Edmond, OK

January 1991- May 1995: Adjunct Faculty/Clinical Instructor, Medical/Surgical  
Laramie County Community College-Cheyenne, WY

January, 1990-October 1995: Staff RN Labor and Delivery- Staff RN Medical/Surgical

Staff RN ICU/CCU (PRN-float pool), Staff RN Level I Nursery (PRN-float), Staff RN Pediatrics (PRN-float) - United Medical Center-West- Cheyenne, WY

June 1989- Dec 1989: Staff Nurse, Medical/Surgical-Providence Hospital- Centralia, WA

- **Clinical practice and/or teaching experience:**

Colorado Mesa University- January 2003 to present

Coordinator of the PN program 2013-present

Advising, admissions, syllabi, recruit new faculty, training new faculty, teaching classes, curriculum development, running faculty meetings.

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

March 2017- Technical College of the Rockies- speaker on rural health nursing opportunities.

Poster Presentation Sigma Theta Tau- 2016

**Faculty Name:** Linda Pilcher, RN, BA, MSN

**List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)

Medical-surgical, geriatrics, mental health, emergency department, oncology, leadership

- **Clinical practice and/or teaching experience:**

Nursing Experience:

Delta County Memorial Hospital, Delta, CO, Medical-Surgical, Emergency Department, and Oncology/Infusion Nurse, 2004-2013

St. Mary's Hospital and Medical Center, Grand Junction, CO, Medical-Surgical Nurse, 2002-04

Colorado Stat Nurses, Cedaredge, CO, Medical-Surgical Travel Nurse, 2000-02

Christus Spohn Hospital, Corpus Christi, TX, Respiratory/Infectious Disease Nurse, 1998-2000

Montrose Memorial Hospital, Montrose, CO, Medical-Surgical Nurse, 1997-98

Continue Care Home Health, Montrose, CO, Home Health Nurse, 1996-97

St. Mary's Hospital and Medical Center, Grand Junction, CO, Medical-Surgical Nurse, 1976-78

Mercy Hospital and Medical Center, Durango, CO, Psychiatric/Geriatric Nurse, 1975-76

Teaching Experience:

Colorado Mesa University, Grand Junction, CO, Didactic and Clinical Instructor in PN and LPN-BSN Programs, 2013-present.

Colorado Mesa University, Montrose, CO, Clinical Instructor in LPN-AAS Program, 2012-2013.

Delta-Montrose Vocational Technical College, Delta, CO, Didactic and Clinical Instructor of Practical Nurse Students, 2010-11

Delta-Montrose Vocational Technical College, Delta, CO, Clinical Instructor of Practical Nurse Students, 2010

Delta County Memorial Hospital, Delta, CO, Instructor of Medical Terminology and Community Cancer Education, 2004-2010

Delta-Montrose Vocational Technical College, Delta, CO, Instructor of Medical Terminology and Human Anatomy and Physiology, 2005-06

IntelliTec College, Grand Junction, CO, Coordinator-Instructor of Health Sciences, 2002-04

Mesa County School District 51, Grand Junction, CO, Substitute Teacher, 1982-83

Telluride Public School District RE1J, Telluride, CO, Substitute Teacher, 1981-82

Supervising Experience:

Delta County Memorial Hospital, Delta, CO, House Supervisor 2005-2013

Christus Spohn Hospital, Corpus Christi, TX, Respiratory/Infectious Disease Unit Charge Nurse, 1998-2000

Presbyterian Medical Services-Head Start, Farmington, NM, Health Services Coordinator, 1993-95

Total Home Health, Montrose, CO, Branch Manager, 1995-96

Mercy Hospital and Medical Center, Durango, CO, Psychiatric/Geriatric Unit Charge Nurse, 1975-76

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

**Faculty Name: Tedra Gummin RN, MSN**

**List relevant:**

- **Area(s) of expertise and experience**  
ICU, ED, L & D, Pediatrics
- **Clinical practice and/or teaching experience:**  
Nursing supervisor -1997-Present Community Hospital  
Traveling Nurse Jan 2001-Feb 2004  
High Risk L & D Sept 1999-Jan 2001 Rose Medical Center  
Traveling Nurse 1996-1997  
ICU May 1989-1996 National Guard  
ER, L &D, ICU 1979-1996 Community
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)  
Presentations:

**Faculty Name: Mandi Vaden RN, BSN**

**List relevant:**

- **Area(s) of expertise and experience**  
Orthopedics- 2.5 years  
Medical surgical 4.5 years  
Clinical instruction -2 years
  
- **Clinical practice and/or teaching experience:**
  1. RN-SCL Health 01/03/2017 to present. Staff nurse, charge nurse
  2. Clinical Nurse Instructor for LPN-BSN and Foundations skills instructor for PN- Colorado Mesa University 01/20/2018- present
  3. Clinical Nurse Instructor- Colorado Christian University 12-01-2018- current
  
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)  
Presentations:
  1. Osteoarthritis in the Older Adult  
  
07/08/2018 Presented research on definition, etiology, risk factors, pathophysiology of OA, collaborative care, and nurse management of OA
  
  2. Precepting in Nursing  
  
09/14/2018 Presented research on cost, reasons for shortages, benefits of precepting (for the preceptor and preceptee), criteria for choosing a preceptor, and problems experienced.

## Appendix 2.7 Professional Staff Assistant

### Colorado Mesa University Job Description

**Job Title:** Professional Staff Assistant - Health Sciences

#### **SUMMARY**

The Professional Staff Assistant - Health Sciences develops, directs and coordinates the daily operations and public relations of the Health Sciences Department by providing administrative assistance to the Director of Health Sciences and to multiple program directors, researching policies to assure program compliance with regulatory agencies, responding to student and faculty concerns, maintaining course records and assisting with preparation of syllabi, tests, and course materials.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other related duties may be assigned.

Provides professional assistance to the Director of Health Sciences and to five program directors in the overall administration of duties Nursing, Radiologic Technology, Emergency Medical Technician, and Medical Laboratory Technology programs.

Researches regulatory policy of the state Board of Nursing, all health science accreditation agencies, external agencies, and clinical agencies for placement of health science students and to maintain compliance

Initially responds to student and faculty issues according to departmental and university policies and procedures

Supervises and manages the daily operations of the Health Sciences office. Schedules and monitors appointments, prepares project reports for meetings and events, answers routine inquiries, prepares information packets, and provides assistance in ensuring the professional image of the Health Sciences Department.

Serves as resource for public, students, faculty and other departments. Controls office workflow, exercising substantial judgment and working with minimal supervision.

Provides professional assistance to the Health Sciences faculty, including maintaining course records and preparation of syllabi, tests, and course materials.

Supervises work-study students and schedules time appropriately.

Identifies activities, events or public media items that require public comment regarding the health science programs. Develops appropriate materials and provides assistance to program directors for activities, events, and public media requests.

Reviews, analyzes and comprehends sensitive and legal/confidential materials in the function of this office. Advises and handles dissemination and coordination of such matters, utilizing correct protocols.

Plans, organizes and arranges for the hosting of various meetings, events or activities sponsored by, or involving the health sciences programs. This includes arranging for facilities, speakers, room accommodations, meals and general coordination of the specific events or activities.

Manages travel arrangements for Department Head and faculty, including making travel plans and preparation of travel budget forms.

## **SUPERVISORY RESPONSIBILITIES**

This position reports to the Director of Health Sciences. This position supervises student staff in Health Sciences Department.

## **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

## **EDUCATION and/or EXPERIENCE**

Bachelor's degree from an accredited college or university and a minimum of two years' experience in office/project management. Experience in writing and editing essential. Experience in a direct support relationship in an institution of higher education or similar type organization preferred. Experience in a health science or medical setting is also preferred.

## **LANGUAGE SKILLS**

Excellent oral communications skills and public speaking experience required. Ability to effectively present information and respond to questions from groups of managers, students, parents, and public. Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or government regulations.

## **INTERPERSONAL SKILLS**

Excellent interpersonal skills and a natural comfort with groups of faculty, staff and students essential.

## **MATHEMATICAL SKILLS**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, as related to fiscal management.

## **REASONING ABILITY**

Strategic and analytical reasoning skills are necessary. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form. Ability to prioritize multiple requests for assistance.

## **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

## **WORK ENVIRONMENT**

The tasks involved with this position are typically performed in an office environment. The office can be busy with influx of students and faculty at times between classes. The noise level in the work environment fluctuates from quiet to noisy, with times when multiple requests or demands are made simultaneously.

## Appendix 2.7b Clinical Placement Coordinator

### COLORADO MESA UNIVERSITY Job Description

**Job Title:** Clinical Placement Coordinator, Health Sciences  
**Department:** Health Sciences  
**Reports To:** Department Director  
**FLSA Status:** Exempt  
**Position Number:** AF0366  
**Date:** November 13, 2018

#### SUMMARY

This Clinical Placement Coordinator works within the Department of Health Sciences and is responsible for complex administrative duties collaborating with Program Coordinators and Faculty, as well as personnel at clinical sites to facilitate placement of students for clinical rotations in all department programs. This person would have thorough knowledge of the clinical placement software programs used and be responsible for collection of data including surveys, evaluations, and student records necessary for clinical placement.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following: Other duties may be assigned.

Provides professional assistance to the Director of Health Sciences, Program Coordinator, Health Sciences Faculty and clinical site personnel.

Acts as a liaison between University faculty and clinical agencies to place students in appropriate learning settings. Actively fosters relationships with community partners.

Creates and maintains clinical student databases to collect student information and coordinate placement at clinical sites. Creates and manages clinical preceptor databases.

Coordinates the placement of students in various clinical settings (hospitals, clinics, medical offices, long term care, health-care agencies, etc.). Maintains correspondence with clinical sites to ensure coordination of student rotations.

Manages the evaluation of clinical sites for appropriate clinical experiences. Provides results to faculty. Makes changes if necessary.

Establishes and maintains good working relationships with agency representatives where students are sent to sustain a variety of clinical placements for health science students.

Synthesizes and analyzes student evaluations of clinical sites for review by faculty.

Coordinates with program external advisory committees, community health networks, hospital and clinics to develop, initiate, organize and maintain clinical affiliation agreements.

Assures compliance of student and clinical faculty competencies for governmental (HIPAA, Joint Commission, OSHA) and accrediting agencies.

Notifies students of clinical service-learning opportunities (health fairs, flu shot clinics, etc.)

## **EDUCATION AND EXPERIENCE**

### **Required:**

- Bachelor's degree from an accredited college or University.
- Minimum of two years' related experience.
- Experience in a direct support relationship in an institution of higher education or similar type organization.
- Demonstrate collaborative skills to work with multiple clinical agencies.
- Ability to multi-task and set priorities.
- Have an understanding of the vocabulary in health care and the educational experience of the health science students.
- Possess excellent organizational skills.
- Demonstrate knowledge in databases (My Clinical Exchange, Typhon, Word, Excel Microsoft Office) and computer skills.
- Work in a setting with multiple programs and faculty.
- Demonstrate effective written and oral communication skills.

### **Preferred:**

- Graduate degree from an accredited college or University.
- Experience in a health science or medical setting is also preferred.
- Experience in a health science or medical setting is also preferred.

## **LANGUAGE SKILLS**

Excellent oral communications skills and public speaking experience required. Ability to effectively present information and respond to questions from groups of managers, students, parents, and public. Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or government regulations.

## **INTERPERSONAL SKILLS**

Excellent interpersonal skills and a natural comfort with groups of faculty, staff and students essential.

**MATHEMATICAL SKILLS**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, as related to fiscal management.

**REASONING ABILITY**

Strategic and analytical reasoning skills are necessary. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form. Ability to prioritize multiple requests for assistance.

**PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this position, the employee is frequently required to sit, stand, walk and use hands to finger, handle, or feel. Specific vision abilities required by this job include close vision. Ability to lift and move up to 30 pounds occasionally is necessary.

**WORK ENVIRONMENT**

The tasks involved with this position are typically performed in an office environment. The office can be busy with influx of students and faculty at times between classes. The noise level in the work environment fluctuates from quiet to noisy, with times when multiple requests or demands are made simultaneously.

## Appendix 2.7c Simulation Laboratory Technician

### Department of Health Sciences Laboratory Technician – Clinical Education Center (CEC) Simulation

**SUMMARY:** Reporting to the Director of Health Sciences, this technician provides support to the Health Sciences faculty by running simulations as a technician, setting up and tearing down laboratory rooms for classes, organizing supplies and equipment, maintaining all equipment in working order, including mannequins, as well as supervising and teaching students as appropriate according to experience and educational background.

**Essential Duties and Responsibilities** include the following:

- Set up and run all nursing simulations for clinical situations in the Health Sciences.
- Perform computer-generated simulation.
- Maintain and order supplies for simulation.
- Maintain and clean the AV equipment for simulation.
- Change vital signs and/or assessment parameters simulating changes in patients' conditions.
- Responsible for Health Sciences laboratories, including:
  1. Organize the laboratories' durable and expendable supplies.
  2. Set up and clean labs according to the clinical instructor's lab curriculum.
  3. Ensure lab inventory is maintained.
  4. Inventory supplies as needed and on a semester basis. Assure that the selection of supplies meets the educational needs of the students.
  5. Monitor supplies that are checked in and out by the students and faculty.
  6. Maintain all equipment in working capacity and notify CEC Laboratory Coordinator and Director of Health Sciences regarding equipment repair maintenance, replacement requests, and purchase needs.
  7. Responsible for care and maintenance of all mannequins.
  8. Manage CEC lab in compliance with CMU safety policies.
  9. Maintain the Health Sciences library, video library, and computer lab. Offer technical support with CEC computers and printers.
  10. Serve as proctor for examinations as needed by faculty if appropriate.
  11. Reports to the Director of Health Sciences as needed to maintain optimally functioning learning environment.
  12. Manage work study students in assisting with CEC technician duties.
  13. Instruct CPR classes and other health sciences students within the legal parameters of health care education.
  14. Provide outreach assistance as needed by DHS professional staff.
  15. Supervise health sciences and work study students.
  16. Other related duties may be assigned.

#### **QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. **The requirements listed below are representative of the education, experience, knowledge, skills,**

**and/or abilities necessary to qualify for this position.** Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- RN earning a Bachelor of Science in Nursing from an accredited college or university and a minimum of one year of experience in the medical field **OR**
- RN earning an Associate's Degree in Nursing from an accredited college or university and a minimum of three years of experience in the medical field **OR**
- LPN, EMT or similar specialized health care training, for which you hold licensure or certification and a minimum of five years of experience in the medical field.
- Ability to act as a model patient, mimicking disease processes and or scenarios using appropriate and knowledgeable terms for the disease process being studied
- Proficiency in Microsoft Office

**LANGUAGE SKILLS:** Ability to read, analyze and interpret professional journals, technical procedures, scientific instructions and government regulations. Ability to effectively present information and respond to questions from students and faculty.

**MATHEMATICAL SKILLS:** Ability to apply basic mathematical concepts of arithmetic, algebra, fractions, percentages, ratios, and proportions to practical drug calculation problems. Assist students in simulation of medication calculations.

**REASONING ABILITY:** Ability to define problems, collect data, establish facts and draw valid conclusions, to identify problems in medical equipment, and to design patient care scenarios for students to practice in simulation environment.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, stand, walk, talk and use hands to finger, handle or feel. The employee must occasionally lift and/or move up to forty pounds or move mannequins with assistance if weight limit over 40 pounds. Specific vision abilities required by this job include close vision.

**WORK ENVIRONMENT:** The tasks involved with this position are typically performed in an office or laboratory environment. The noise level in the work environment is usually quiet.

**DESIRED QUALIFICATIONS and/or EXPERIENCE:**

- Strong organizational skills
- Experience in laboratory maintenance
- Experience with simulation education
- Experience teaching CPR

Colorado Mesa University is particularly interested in candidates who have experience working with students from diverse backgrounds and who have a demonstrated commitment to improving the levels of access and success for underrepresented students within higher education.

## Appendix 2.8 Faculty Orientation checklist

Department of Health Sciences

New Tenure Track Faculty Orientation Checklist

Faculty Name \_\_\_\_\_

Faculty Mentor \_\_\_\_\_

<b>Tenure Track (TT)</b> <b>Person Responsible: DHS = Department Director; PC = Program Coordinator</b>		<b>Date Completed and Initials</b>
<b>DHS</b>	<ol style="list-style-type: none"> <li>1. Reach out to new employee at least one month prior to the semester (or as soon as hired) to connect new employee with PC</li> <li>2. Identify Department of Health Sciences (DHS) leadership team and organizational chart</li> <li>3. Discuss the most effective way to contact mentor, PC, and DHS</li> <li>4. Discuss evaluation process</li> <li>5. Personal and professional development plan for faculty role</li> <li>6. Professional annual evaluations</li> <li>7. Review faculty job description prior to beginning semester</li> <li>8. Professional Faculty Development Funds</li> <li>9. Mandated safety training</li> <li>10. CPR, Flu vaccines</li> <li>11. Committee Descriptions (Campus and Program)</li> <li>12. Vacation or out of office</li> <li>13. Leave of absence requests</li> <li>14. Calling in sick</li> <li>15. Early Alert System</li> <li>16. Orientation to TT by DHS: <a href="https://www.coloradomesa.edu/academic-affairs/faculty/index.html">https://www.coloradomesa.edu/academic-affairs/faculty/index.html</a></li> </ol>	
<b>PC</b>	<ol style="list-style-type: none"> <li>1. Assigns mentor to new employees</li> <li>2. Meet with new employee to tour DHS</li> <li>3. Attendance recommended               <ul style="list-style-type: none"> <li><input type="checkbox"/> All meetings for Tenure Track Faculty (Two meetings per year for 0.8 faculty)</li> <li><input type="checkbox"/> All department meetings</li> <li><input type="checkbox"/> Commencement &amp; Pinning</li> </ul> </li> <li>4. Program Coordinator /Department Director classroom evaluations each semester.</li> <li>5. Professional Development (Attending conferences, how to apply for funds, CEU's, campus PD opportunities)</li> </ol>	

<b>Mentor</b>	<b>Administrative</b>	
---------------	-----------------------	--

	<ol style="list-style-type: none"> <li>1. Identify key support staff in DHS (Admin Asst., CEC Coordinator, student assistants) <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication with staff for support needs</li> <li><input type="checkbox"/> Job description for each Administrative Assistant</li> <li><input type="checkbox"/> Scheduling times for the CEC</li> </ul> </li> <li>2. Scheduling activities that require classrooms outside of normal teaching time <ul style="list-style-type: none"> <li><input type="checkbox"/> Online process for within DHS (room schedule form) R:\DHS\DHS Forms\DHS General Forms (Email the completed form to Ronna Lee Sharpe)</li> <li><input type="checkbox"/> Academic scheduling outside of DHS for rooms</li> </ul> </li> <li>3. Provide personal contact information (email, cell phone, pagers) and weekly schedule to Admin Assistant and DHS <ul style="list-style-type: none"> <li><input type="checkbox"/> Distribute department faculty contact information</li> <li><input type="checkbox"/> Contact Information Technology x2111</li> <li><input type="checkbox"/> Provide Department Resource Folder Examples: DHS map, organization chart, contact info</li> </ul> </li> <li>5. Review faculty and student handbooks prior to beginning class or clinical <ul style="list-style-type: none"> <li><input type="checkbox"/> Academic Honesty</li> <li><input type="checkbox"/> Dress Code (Student and Faculty)</li> <li><input type="checkbox"/> Attendance</li> <li><input type="checkbox"/> Use of Electronics</li> <li><input type="checkbox"/> Confidentiality</li> <li><input type="checkbox"/> Grievances</li> </ul> </li> <li>6. Technology <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy machines</li> <li><input type="checkbox"/> Scantron machine</li> <li><input type="checkbox"/> Classroom controls</li> <li><input type="checkbox"/> Demonstrate use of information technology resources</li> <li><input type="checkbox"/> Email</li> <li><input type="checkbox"/> F drive</li> <li><input type="checkbox"/> R drive</li> </ul> </li> <li>7. Organization ideas for tenure portfolio Lunch and learns (with tenured faculty) <ul style="list-style-type: none"> <li><input type="checkbox"/> Year-by-year tips</li> <li><input type="checkbox"/> Color coding</li> <li><input type="checkbox"/> Desk calendar</li> <li><input type="checkbox"/> Outlook calendar</li> <li><input type="checkbox"/> Tenure track portfolio exemplars</li> </ul> </li> <li>8. Establish relationship and ongoing schedule for meeting with assigned mentor/mentee <ul style="list-style-type: none"> <li><input type="checkbox"/> First semester: 1 x per week or every other</li> <li><input type="checkbox"/> Second semester: Every 2-3 weeks</li> <li><input type="checkbox"/> Subsequent semesters: Monthly/PRN during subsequent semester</li> </ul> </li> <li>9. Pinning / Graduation – may need to order regalia</li> </ol>	
--	---	--

<p><b>Mentor</b></p>	<p><b>Teaching</b></p> <p><b>General:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with new employee 1 week prior to the beginning of school to ensure readiness for the first day of classes</li> <li><input type="checkbox"/> Locate your classroom locations and times in MAVZone <ul style="list-style-type: none"> <li><input type="checkbox"/> MAVZone/My Account/Faculty Tab/Faculty Schedule by Date and Time</li> </ul> </li> <li><input type="checkbox"/> State scope of responsibility for didactic instructor</li> <li><input type="checkbox"/> Discuss the importance of using Program Student Learning Outcomes (SLOs)</li> <li><input type="checkbox"/> Establish a schedule for new faculty to watch 2 instructors teach in the DHS in first semester</li> </ul> <p><b>Teaching strategies:</b></p> <p><u>Identify effective classroom teaching strategies</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write test questions or access textbook test bank</li> <li><input type="checkbox"/> Use of rubrics</li> <li><input type="checkbox"/> Identify process for students to hand in assignments</li> <li><input type="checkbox"/> Socratic discussion</li> <li><input type="checkbox"/> Eliciting classroom engagement</li> <li><input type="checkbox"/> Auditory/Visual/Kinesthetic methods</li> </ul> <p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Content: required components of syllabus; elements necessary</li> <li><input type="checkbox"/> Identify where to find template on R drive: <a href="https://www.coloradomesa.edu/academic-affairs/faculty/forms.html">https://www.coloradomesa.edu/academic-affairs/faculty/forms.html</a></li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alignment of program outcomes, SLOs, course outcomes and assignments</li> </ul> <p><b>Textbooks</b></p> <p>Clarify process for obtaining textbooks and teaching resources. This will be specific to the course taught.</p> <p><b>Grading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignments and test writing</li> <li><input type="checkbox"/> Options to calculate grades</li> <li><input type="checkbox"/> Grade books electronic and paper if applicable <ul style="list-style-type: none"> <li><input type="checkbox"/> Scanning in clinical evaluation tool, check-offs, etc.</li> </ul> </li> <li><input type="checkbox"/> Procedure and management of grade schemes for posting grades on D2L</li> <li><input type="checkbox"/> Entering final grades into Maverick Online by established deadline</li> <li><input type="checkbox"/> Scantron statistics and grading</li> <li><input type="checkbox"/> Kaplan (nursing)</li> </ul> <p><b>Faculty-Student Contact</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accessing class roster with student pictures (faculty tab in MAVZone) <ul style="list-style-type: none"> <li><input type="checkbox"/> To access phone/address click on individual name within roster</li> </ul> </li> <li><input type="checkbox"/> Student evaluations of faculty</li> <li><input type="checkbox"/> Improvement in classroom learning based on student's evaluations</li> </ul>	
----------------------	--	--

Mentor	<p><b>Teaching: Clinical Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> State scope of responsibility for clinical instructor: <ul style="list-style-type: none"> <li>o New TT faculty orients with the lead lab/clinical instructor</li> </ul> </li> <li><input type="checkbox"/> My Clinical Exchange</li> </ul>	
Mentor	<p><b>Teaching -Online eLearning</b></p> <p>Demonstrate use of online/distance learning modalities</p> <p>How to contact IT</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete D2L orientation</li> <li><input type="checkbox"/> Zoom</li> <li><input type="checkbox"/> Panopto</li> <li><input type="checkbox"/> Turnitin</li> <li><input type="checkbox"/> Web conferencing</li> </ul>	
Mentor	<p><b>Advising</b></p> <p>Responsibilities:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One freshman orientation/semester</li> <li><input type="checkbox"/> One <i>Open Advising</i> sessions/semester</li> <li><input type="checkbox"/> One recruiting event/semester (Mesa experience, Mav scholars)</li> </ul> <p>*Mentee is responsible for observing the above advising sessions in the first year.</p> <p>Advisee list and resources to manage</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Degree Works</li> <li><input type="checkbox"/> Early Alerts</li> <li><input type="checkbox"/> Review application process for specific program</li> </ul> <p>Office hours</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How many per week</li> <li><input type="checkbox"/> Where to post schedule</li> <li><input type="checkbox"/> Hours on campus expectation</li> </ul>	
Additional Information	<p>Phone Procedures</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using vacation mode</li> <li><input type="checkbox"/> Transferring a call</li> <li><input type="checkbox"/> Obtaining messages</li> <li><input type="checkbox"/> Obtaining messages from off campus site</li> </ul> <p>Computer Procedures</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> R Drive</li> <li><input type="checkbox"/> F file</li> <li><input type="checkbox"/> Scanning</li> <li><input type="checkbox"/> Automatic signature</li> </ul> <p>Web page links:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Forms: <a href="https://www.coloradomesa.edu/academic-affairs/faculty/forms.html">https://www.coloradomesa.edu/academic-affairs/faculty/forms.html</a></li> <li><input type="checkbox"/> Resource guide for faculty: <a href="https://www.coloradomesa.edu/academic-affairs/faculty/teaching/index.html">https://www.coloradomesa.edu/academic-affairs/faculty/teaching/index.html</a></li> </ul> <p>Parking passes for guest speaker</p> <p>Students of Concern (MAVZone/Report an Incident tab)</p>	

Department of Health Sciences New Employee Orientation Committee:

Member.....Judy Williams MSN, RN Associate Professor of Nursing

Member.....Bridget Marshall DNP, Assistant Professor of Nursing

Member.....Cathy Feller, MSN, RN, Assistant Professor of Nursing

Member.....Jodi Noga, MSN, RN, CHPN, Assistant Professor of Nursing

Department Director.....Bette Schans, Ph.D., RT(R)

## Appendix 2.9 Performance Evaluation for Full-Time Faculty



### Performance Evaluation for Faculty

Faculty Member's Name \_\_\_\_\_ CMU 700# \_\_\_\_\_  
 Academic Department \_\_\_\_\_ Faculty Rank/ Tenure Status \_\_\_\_\_  
 Evaluation Period \_\_\_\_\_ Year of Development Plan Cycle (circle one): 1 2 3 4 5

Quantification Section: (For ease in performing computations, multiply the weight by the rating scale to determine the score for each factor. Total all scores to demine the overall score.)

Factor	Weight in % **	Unsatisfactory 1	Below Expectation 2	Successful 3	Above Expectation 4	Exceptional 5	Score ***
<b>A. Teaching Effectiveness Evidence &amp; Accomplishments:</b>	60%						
Academic Dept Head Comments:							
VPAA Review:							
<b>B. Scholarly Activity Evidence &amp; Accomplishments:</b>	15%						
Academic Dept Head Comments:							
VPAA Review:							
<b>C. Service Evidence &amp; Accomplishments:</b>	10%						
Academic Dept Head Comments:							
VPAA Review:							

<b>D. Advising Evidence &amp; Accomplishments:</b>  VPAA Review:	15%						
<b>TOTAL</b>	100						

\*\*Weight must total 100.

\*\*\*Multiply the weight by the numeric equivalent of the rating.

### CONVERSION OF TOTAL NUMERIC SCORE TO DESCRIPTIVE RATING

Unsatisfactory	100-150
Below Expectation	151-250
Successful	251-350
Above Expectation	351-450
Exceptional	451-500

#### Key to rating levels:

**Unsatisfactory:** The Faculty member's performance does not meet minimum job requirements. Lack of improvement may result in disciplinary action.

**Below Expectation:** The Faculty member's performance is generally below the minimum requirements for the job.

**Successful:** The Faculty member's performance is consistent with what is expected and considered acceptable. Faculty member understands and demonstrates basic principles, techniques and procedures necessary for efficient job performance.

**Above Expectation:** The Faculty member's performance is consistently above normal expectations and standards.

**Exceptional:** The Faculty member's performance is superior, far above what is required. Faculty member consistently exceeds highest standards.

#### FINAL OVERALL RATING: (Check One)

Unsatisfactory  Below Expectation  Successful  Above Expectation  Exceptional

Employee Comments:

I, \_\_\_\_\_, Agree  Disagree  with my Performance Evaluation.  
(Employee's Signature)

Date: \_\_\_\_\_

Department Head's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Reviewer's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Reviewed by Director of Human Resources

HR Director's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 2.9a Classroom evaluation form

		Disagree	Agree	Strongly Agree	Strongly Disagree	Not Applicable
		1	2	3	4	N/A
<b>A. Course Content</b>						
	<b>The instructor:</b>					
	1. Formulates objectives related to the conceptual framework					
	2. Demonstrates correlation between the course objectives and content presented					
	3. Utilizes examples and illustrations to clarify the content material					
	4. Organizes content in a manner which is meaningful to the student					
	5. Summarizes major points in lectures and discussions					
	6. Modifies course content after evaluation					
<b>B. Participation and Class Interaction</b>						
	<b>The instructor:</b>					
	1. Maintains an environment conducive to adult learning					
	2. Provides a climate in which the students feel free to ask questions and/or seek assistance					
	3. Facilitates group process					
	4. Is receptive to divergent points of view					
	5. Identifies the student's strengths and areas for improvement by verbal and written feedback					
	6. Maintains confidentiality in student relationships					
<b>C. Instructor's Style</b>						
	<b>The instructor:</b>					
	1. Utilizes a variety of instructional methodology which is relevant to learning goals					
	2. Seems interested in the subject presented					
	3. Develops and maintains rapport with class members					

		Disagree	Agree	Strongly Agree	Strongly Disagree	Not Applicable
		1	2	3	4	N/A
	4. Relates to each student as an individual					
	5. Speaks distinctly and with sufficient volume					
	6. Displays a sense of humor					
<b>D. Professional Role Fulfillment</b>						
	<b>The instructor:</b>					
	1. Demonstrates skills, attitudes, and values that are to be developed by the students					
	2. Seeks challenging learning experiences for students					
	3. Provides academic advising for learners					
	4. Identifies own limitations in theory and skills					
	5. Displays an interest in total curriculum and program improvement					
	6. Serves as a resource person and facilitator for students					
	7. Is available to students at scheduled times					
<b>E. Professional Growth</b>						
	<b>The instructor:</b>					
	1. Accomplishes own goals for professional growth					
	2. Participates regularly and systematically in studies, conferences, and special meetings to increase knowledge and skill					
	3. Is involved in scholarly research and writing					
	4. Functions cooperatively with nursing faculty members, other college faculty, and co-workers					
	5. Maintains professional relationships with agencies					
	6. Responds to constructive criticism in a positive manner					
<b>F. Clinical Assessment</b>						
	<b>The instructor:</b>					
	1. Relates theoretical concepts to clinical practice					

		Disagree 1	Agree 2	Strongly Agree 3	Strongly Disagree 4	Not Applicable N/A
	2. Promotes attitude of mutual respect between staff-teacher, student-teacher, and staff-student					
	3. Communicates student's goals to clinical staff					
	4. Provides for an orientation to clinical setting					
	5. Utilizes student ideas and experiences to promote group learning					
	6. Shares theoretical knowledge with staff					
<b>G. Committee Obligations</b>						
	<b>The instructor:</b>					
	1. Accepts special assignments such as campus and/or community committees					
	2. Prepares for committee meetings					
	3. Participates in committee meetings					
	4. Operationalizes outcomes of committee meetings					
<b>H. Comments:</b>						

Signature (optional): \_\_\_\_\_



Communication	Criteria	4	3	2	1
	1. Demonstrates good rapport with students in the clinical learning environment.				
	2. Communicates clear performance expectations to students.				
	3. Demonstrates ability to ask students critical thinking questions at the appropriate level.				
	4. Demonstrates sensitivity to student's unique learning needs and stage of development.				
	5. Demonstrates good rapport with unit staff and leadership in the clinical learning environment				

**Comments:**

---



---



---

Expertise	Criteria	4	3	2	1
	1. Knowledge about unit and hospital environment.				
	2. Demonstrates effective teaching skills in the clinical environment.				
	3. Demonstrates depth of knowledge and nursing skills in assigned clinical specialty area.				
	4. States daily goal/plans for student learning in the clinical learning environment.				
	5. Conducts effective pre/post clinical activities to enhance student understanding of clinical content/skills				

**Comments:**

---



---



---



---

Evaluation	Criteria	4	3	2	1
	1. Provides timely feedback to students on paperwork and performance.				
	2. Accurately assesses student performance in the clinical setting through observation and critical thinking questioning.				
	3. Demonstrates effective coaching/tutoring for students who are not performing up to expectations.				
	4. Maintains anecdotal notes to support evaluation of student performance.				
	5. Meets with students for clinical conference to review performance and grade at the completion of rotation.				
	6. Accurately calculates and enters grades using Maverick online.				

**Comments:**

---



---



---



---

## Appendix 4.1 Alumni and Employer Survey

PN Program 2018-2019

Your input is very important for evaluating the Colorado Mesa University (CMU) PN program for program improvement. Please take a few minutes and answer these questions.

### **Student Learning Outcomes (SLOs):**

#### **1. Professional Behavior:**

Do you feel the PN graduates function as a competent practical nurse within a legal and ethical framework to provide holistic care to patients from diverse backgrounds?

**Please Circle below your answer:**

**Strongly Agree-5, Agree-4, Disagree-2, Strongly Disagree-1**

#### **2. Communication:**

Do you feel the PN graduates promote a therapeutic environment supporting communication across the lifespan for vulnerable and diverse populations?

**Please Circle below your answer:**

**Strongly Agree-5, Agree-4, Disagree-2, Strongly Disagree-1**

#### **3. Assessment:**

Do you feel the PN graduates demonstrate clinical decision-making and critical thinking skills to provide effective nursing care for individuals throughout the developmental stages across the lifespan?

**Please Circle below your answer:**

**Strongly Agree-5, Agree-4, Disagree-2, Strongly Disagree-1**

#### **4. Planning:**

Do you feel the PN graduates can collaboratively organize and incorporate assessment data (using critical thinking) to plan/revise patient care based on established nursing diagnosis, assessments, and evaluation data?

**Please Circle below your answer:**

**Strongly Agree-5, Agree-4, Disagree-2, Strongly Disagree-1**

#### **5. Caring Interventions:**

Do you feel the PN graduates utilize knowledge of the nursing process patient needs, and the role of the nurse when providing safe, effective, and individualize patient care, which respects values, culture, and expressed needs?

**Please Circle below your answer:**

**Strongly Agree-5, Agree-4, Disagree-2, Strongly Disagree-1**

#### **6. Managing:**

Do you feel the PN graduates collaboratively organize patient care through shared planning, decision-making, problem solving, and goal-setting, employing therapeutic nursing interventions to stable patients in a variety of health care settings?

**Please Circle below your answer:**

**Strongly Agree-5, Agree-4, Disagree-2, Strongly Disagree-1**

**8. Program Satisfaction:**

**Employer Satisfaction:** Eight-five percent of Employers will express satisfaction with graduate's preparation for practice as indicated by the employer survey.

Do you feel the PN graduates are prepared for practice?

**Please circle your answer: (Yes/No)**

In comparison to other programs, how would you rate the graduates from CMU PN program?

**Please circle your answer:**

**(More prepared-5, Somewhat Prepared-4, less prepared-2, not prepared-1)**

Comments:

Alumni Survey  
PN Program 2018-2019

Your input is very important for evaluating the Colorado Mesa University (CMU) PN program for program improvement. Please take a few minutes and answer these questions.

**Student Learning Outcomes (SLOs):**

**1. Professional Behavior:**

Do you feel the program helped you function as a competent practical nurse within a legal and ethical framework to provide holistic care to patients from diverse backgrounds?

**Please circle your answer:**

**Strongly Agree-5, Agree-4, Disagree-2, Strongly Disagree-1**

**2. Communication:**

Do you feel the program promotes a therapeutic environment supporting communication across the lifespan for vulnerable and diverse populations?

**Please circle your answer:**

**Strongly Agree-5, Agree-4, Disagree-2, Strongly Disagree-1**

**3. Assessment:**

Do you feel the program helped you learn clinical decision-making and critical thinking skills to provide effective nursing care for individuals throughout the developmental stages across the lifespan?

**Please circle your answer:**

**Strongly Agree-5, Agree-4, Disagree-2, Strongly Disagree-1**

**4. Planning:**

Do you feel the program helped to teach you to collaborate, organize, and incorporate assessment data (using critical thinking) to plan/revise patient care based on established nursing diagnosis, assessments, and evaluation data?

**Please circle your answer:**

**Strongly Agree-5, Agree-4, Disagree-2, Strongly Disagree-1**

**5. Caring Interventions:**

Do you feel the program showed you how to utilize knowledge of the nursing process patient needs, and the role of the nurse when providing safe, effective, and individualize patient care, which respects values, culture, and expressed needs?

**Please circle your answer:**

**Strongly Agree-5, Agree-4, Disagree-2, Strongly Disagree-1**

**6. Managing:**

Do you feel the program helped you to collaboratively organize patient care through shared planning, decision-making, problem solving, and goal-setting, employing therapeutic nursing interventions to stable patients in a variety of health care settings?

**Please circle your answer:**

**Strongly Agree-5, Agree-4, Disagree-2, Strongly Disagree-1**

**7. Program Satisfaction:**

**Employee Satisfaction:** Eight-five percent of Employers will express satisfaction with graduate's preparation for practice as indicated by the employer survey.

**Do you feel the program prepared you for practice?**

**Please circle your answer: (Yes/No)**

**Job Placement:** Ninety percent of new graduates are employed as LPNs within one year of graduation.

**Are you employed as an LPN?**

**Please circle your answer: (Yes/No)**

**If you are you employed as an LPN, please circle one: (Part-time or Full-time)**

## Appendix 4.2 Mini Syllabi

**Department of Health Sciences: PN Program  
Colorado Mesa University  
Fall 2019 Pharmacology Calculations NURS101**

**Course Title:** NURS101 Pharmacology Calculations  
**Day/Time/Place:** Tuesdays 10:00-12:00 HS135  
**Credit:** 1 credit hour = 15 contact hours

**Pre-requisites:** Acceptance into CMU nursing program; AHA CPR certification

**Co-requisites:** NURS106/106L, NURS112 and NURS107/107L.

### **Course Description**

Course introduces the concepts and techniques of dosage calculations and medication administration by a variety of routes. Application of basic math concepts to complex conversion of dosages between and among various systems of weights and volumes, and application of critical thinking skills to the calculation and administration of medications by oral and parenteral (including intravenous) routes of administration.

**Course Objectives:** Upon completion of this course, students will be able to: with corresponding SLO

1. Compare units of measurement to include metric, apothecary and household systems of measure. (1)
2. Explain variations in units (weight, volume and concentration) used to calculate medications. (1, 2, 3, 4, 5)
3. Apply dimensional analysis to accurately calculate medication dosages. (1, 2, 3)
4. Calculate medication dosages for oral, parenteral and miscellaneous routes of administration. (3,4, 5)
5. Calculate and determine if ordered dosages are within therapeutic and safe ranges. (1, 2, 3, 4, 5)
6. Differentiate between various intravenous administration equipment and delivery methods. (1, 2, 3, 4, 5)
7. Calculate flow rates for intravenous fluids using a variety of equipment. (1, 2, 3, 4, 5)
8. Identify variations in patient laboratory work among various age and ethnic groups and the need to adjust dosages of medication. (1, 2, 3, 4, 5, 6)

### **EVALUATION METHOD:**

Attendance/Participation: 20%

Homework: 10%

Tests/Quizzes: 30%

Final Exam: 40%

**NURS101 Course Outline:**

I: Math Review

II: Dimensional Analysis

III: Metric Units and Medication Calculations

IV: Patient Records, Medication Orders and Labels

V: Oral Medications

VI: Syringe Measurements

VII: Reconstitution of Powders and Liquids

VIII: Injectable Medication Calculations

IX: Antidiabetic Medications

X: Anticoagulant Medications

XI: Pediatric Medication Calculations

XII: Basic Intravenous Calculations

XIII: Advanced Intravenous Calculations

**Department of Health Sciences: PN Program  
Colorado Mesa University  
Fall 2019 Adult Concepts I NURS106**

**Course Title:** NURS106  
**Day/Time/Place:** Monday & Wednesday 1:30-3:00 HS165  
**Credit:** 3 credit hours = 45 contact hours

**Pre-requisites:** Acceptance into CMU nursing program; AHA CPR certification

**Co-requisites:** NURS101, NURS112, NURS106L and NURS107/107L.

**Course Description:**

Exploration of the role of the nurse in assessing the medical and surgical clients' needs across the lifespan.

**Course objectives:**

- Be able to describe the nursing process to a variety of medical-surgical disorders.
- List causes signs, symptoms, treatments, diagnostic testing and prognosis as well as the nursing care to certain medical-surgical conditions.
- List measures and conditions to prevent diseases in given situations.
- Know what the normal ranges are for given laboratory test results
- Identify the procedures for certain diagnostic tests and what disorders they are used for.
- Know what nutritional values are important with various disorders.
- Identify the roles of certain nutritional values with medical-surgical disease processes.
- Identify current drug regimens and therapeutic ranges for medical-surgical disorders.
- Apply knowledge basis when adverse reactions and side effects are involved with medication treatments in medical-surgical disorders.
- Identify and relate acceptable standards of practice in intravenous therapy.
- Be able to calculate rates of infusion for intravenous therapy as per physician orders and standards of practice.
- Be able to identify and know what appropriate nursing actions to take indicative of local and systemic complications of intravenous therapy.

**Grade Calculation:**

In-Class Tests	= 55%
Comprehensive Final Exam	= 15%
Quizzes, Homework	= 10%
Attendance	= 10%
Kaplan	= 10%
(non-proctored)	= (5%)
(Proctored)	= <u>(5%)</u>

## **NURS106 Course Outline:**

Immune System Function

Nursing Care of Patients with Infections

Cardiovascular System Function, Assessment and Therapeutic Measures

Nursing Care of Patients with Hypertension

Nursing Care of Patients in Shock Developmental Considerations in the Nursing Care of Adult

Nursing Care of Patients in Pain

Nursing Care of Older Adult Patients

Nursing Care of Patients with Fluid, Electrolyte, and Acid Base Imbalances

Nursing Care of Patients with Heart Failure

Respiratory System Function, Assessment, and Therapeutic Measures

Nursing Care of Patients with Upper Respiratory Disorders

Nursing Care of Patients with Lower Respiratory Tract Disorders

Urinary System Function, Assessment, and Therapeutic Measures

Nursing Care of Patients with Disorders of the Urinary System

Nursing Care of Patients with Upper Intestinal Disorders

Nursing Care of Patients with Lower Gastrointestinal Disorders

Integumentary System Function, Assessment and Therapeutic Measures

Nursing Care of Patients with Skin Disorders

Nursing Care of Patients Having Surgery

Musculoskeletal System Function and Assessment

Gastrointestinal, Hepatobiliary and Pancreatic Systems Functions, Assessment and Therapeutic Measures

Nursing Care of Patients with Disorders of the Endocrine Pancreas

Nursing Care of Patients with Occlusive Cardiovascular Disorders

Nursing Care of Older Adult Patients

Nursing Care of Patients with Cerebral Vascular Disorders

Nursing Care of Patients with Liver, Pancreatic, and Gallbladder Disorders

Complementary and Alternative

**Department of Health Sciences: PN Program  
Colorado Mesa University  
Fall 2019 Adult Concepts I NURS 106L**

**Course Title:** NURS 106L  
**Day/Time/Place:** Thursday 6:00 am to 6:00 pm various facilities  
**Credit:** 2 credit hours = 90 contact hours

**Pre-requisites:** Acceptance into CMU nursing program; AHA CPR certification

**Co-requisites:** NURS 101, 106 and NURS 107/107L, 112

**Course Description**

Application of nursing concepts, skills, critical thinking, pharmacology, assessment and medication administration in caring for a variety of clients in various health care settings.

**CLINICAL COURSE OBJECTIVES:**

By the completion of this rotation, the student will be able to:

1. Demonstrate assessment skills of patients in various health-care facilities. #2
2. Identify sources of information in preparation of patient care. #6
3. Identify community resources for individuals with chronic illness. #3
4. In collaboration with the registered nurse, demonstrate the nursing process while caring for a patient. #5
5. In collaboration with the registered nurse, demonstrate total care of a client. #4
6. Demonstrates patient and family teaching. #1

**CLINICAL EVALUATION:** A clinical grade is assigned based on student performance in two areas:

Clinical Performance = 65%

Clinical Paperwork = 35%

**TOTAL** = 100%

**Topical Course Outline:**

Various clinical experiences at facilities.

**Department of Health Sciences: PN Program  
Colorado Mesa University  
Fall 2019 Foundations of Nursing NURS 107**

**Course Title:** NURS107  
**Day/Time/Place:** M 0800-930 T 0800-930  
**Credit:** 3 credit hours = 45 contact hours

**Prerequisites:** Acceptance into CMU nursing program; AHA CPR certification

**Co-requisites:** NURS 101, 106 106L and NURS 107L.

**Course Description:** Exploration of basic nursing concepts and skills to develop critical thinking while utilizing the nursing process.

**Course Objectives:**

1. Differentiate common variations in assessment data for adult and geriatric patients. #2
2. Examine the concept of holistic health care and its relationship to the wellness-illness continuum. #3
3. Identify physical, psychological, life-style and socio-cultural considerations that influence alterations in health and physical assessment data. #2
4. Identify care that meets common health problems and health maintenance and disease prevention #4
5. Develop knowledge base and demonstrate foundational care skills required to provide care in various health care environments. #2
6. Analyze assessment and interviewing techniques to gather information. #5
7. Distinguish therapeutic communications from other forms of communication #1
8. Utilize interview and assessment techniques to collect and organize patient information and build a database on which to build nursing care decisions. #5
9. Discuss bioethical dilemmas including beginning/end of life and quality of life issues. #1 & #6
10. Utilize interview and assessment techniques to collect and organize patient information and build a database on which to build nursing care decisions. #3

**Methods of Evaluation:**

In-Class Tests	50%
Comprehensive Final Exam	15%
Quizzes, Homework	10%
Attendance	15%
Kaplan	10%
(non-proctored)	(5%)
(Proctored)	<u>(5%)</u>
<b>TOTAL</b>	<b>100%</b>

**Topical Outline:**

Infection Control

Vital signs

Recording and Reporting

Pain management

Perioperative care

Safety Oral medications

Parenteral medications

Topical and inhalant medications

Body mechanics

Immobilization

Urinary and bowel elimination

Wound care

Oxygenation, airway

Homeostasis

Client teaching

Intravenous medications

Laws and ethics

Culture and ethnicity

Resuscitation

End of life

**Department of Health Sciences: PN Program**  
**Colorado Mesa University**  
**Fall 2019 Foundations of Nursing Lab NURS107L**

**Course Title:** NURS107L  
**Day/Time/Place:** M 0930-1230 W 0930-1230  
**Credit:** 3 credit hours = 135 contact hours

**Pre-requisites:** Acceptance into CMU nursing program; AHA CPR certification

**Co-requisites:** NURS 101, 106 106L and NURS 107, 112.

**Course Description:** Application of basic nursing and IV certification skills through training, practice, and checkoffs of essential skills needed for safe practice.

**Course Objectives:**

Discuss the role of the LPN in IV therapy #1

Describe normal physiology of fluid and electrolytes, including adult normal values. #5

Utilize psychological principles in preparing a patient for IV therapy and/or venous blood sampling.

Describe the local and systemic complications of IV therapy. #2

Utilize the nursing process to safely administer IV therapy to adult patients in a structured setting. #6

Describe infection control measures utilized in the performance of IV therapy and venous blood sampling. #2

Identify the types of peripheral and central venous access devices.#2

Demonstrate beginning skills in the initiation of IV therapy and venous blood sampling through peripheral and venous access devices. #2

Calculate the correct rate of flow of an IV solution. #2

Initiate a minimum of three successful peripheral venipunctures with supervision.#2

Demonstrate appropriate nursing care, interventions, reporting and documentation related to intravenous therapy/venous blood sampling. #2

Differentiate common variations in assessment data for pediatric and geriatric patients. #2

Examine the concept of holistic health care and its relationship to the wellness-illness continuum. #4

Identify physical, psychological, life-style and socio-cultural considerations that influence alterations in health and physical assessment data. #3

Identify care that meets common health problems and health maintenance and disease prevention #2

Develop knowledge base, and demonstrate foundational care skills required to provide care in various health care environments. #2

Distinguish therapeutic communications from other forms of communication #1

Utilize interview and assessment techniques to collect and organize patient information and build a data base on which to build nursing care decisions. #1

Discuss bioethical dilemmas including beginning/end of life and quality of life issues.#1

Utilize interview and assessment techniques to collect and organize patient information and build a data base on which to build nursing care decisions. #5

**Methods of Evaluation:**

Attendance 10%

Case studies- 15%

Daily skills checkoffs- 15%

Instructor Skills check offs- 35%

Final check off- 25%

**Topical Outline:**

Legal implications

Anatomy and physiology of upper extremity access sites

Commonly used IV fluids

Fluids and electrolytes

Psychological and physical preparation of patient

Complications of IV Therapy Regulating and monitoring fluids

Replacing and Monitoring IV fluids

Care of Venous Access Device

Termination of peripheral short catheters

Venous Blood Sampling

Pharmacology and Administration of Antibiotics

Medical Asepsis & Infection Control and safety

Personal Care

Vital Signs

Nursing Process and Decision Making

Documentation

Physical Assessment

Pain Management and Restorative Sleep

Nutrition

Fluid, Electrolytes, and Acid Base Imbalances

Administering Oral, Topical, and Mucosal Medications

Subcutaneous and Intramuscular Injections

Musculoskeletal Care

Applying Heat and Cold

Respiratory Care

Urinary and Bowel Elimination and Care

Wound Care  
Moving and Positioning Patients  
Care of Surgical Patient  
Surgical Asepsis  
Communicating and Understanding  
Patient Teaching  
Admission, Transfer, and Discharge  
Phlebotomy and Blood Specimens  
Peripheral Intravenous Therapy  
Researching and Preparing Medications  
Care of the Elderly  
Diagnostic Tests  
Growth and Development throughout the Life Span  
Health Care Delivery and Economics  
Nursing Ethics and Law  
Complementary and Alternative Medicine  
Loss, Grief and Dying  
Ethics, Cultural and Spiritual Aspects of Care  
IV therapy  
IV skills

**Department of Health Sciences: PN Program**  
**Colorado Mesa University**  
**Spring 2019: Introduction to Mental Health Nursing NURS109**

**Course Title:** NURS109  
**Day/Time/Place:** Th 12:00-14:00  
**Credit:** 2 credit hours = 30 contact hours

**Pre-requisites:** Acceptance into CMU nursing program; AHA CPR certification, NURS101, NURS106/106L, NURS107/107L and NURS112.

**Co-requisites:** NURS117/117L, NURS118/118L, NURS156 and NURS172/172L.

**Course Description:**

Introduction to complex concepts and behaviors of nursing roles within the cohort of the nursing process, holistic care, and mental health care. Emphasizes theoretical and practical aspects of the mental health nursing skills required to meet the needs of clients in a variety of settings.

**CLINICAL COURSE OBJECTIVES:**

---

1. Relate theory/principles of communication and nurse patient relationship to psychiatric nursing care.
2. Integrate critical thinking skills with the nursing process for care of the psychiatric patient with health problems.
3. Apply critical thinking skills related to concepts of psychiatric health care.
4. Discuss principles of cultural competency related to the nursing care of individuals with psychiatric disorders.
5. Discuss cultural issues that influence family dynamics with psychiatric disorders.
6. Discuss diagnostic classifications in treatment planning.
7. Explain the impact of legal, ethical, and cultural issues in the delivery of psychiatric care.
8. Discuss therapeutic communication techniques and promote therapeutic relationships.
9. Participate in the evaluation of outcomes in implementing change.
10. Apply principles of cultural competency to the nursing care of individuals with psychiatric disorders.
11. Formulate teaching plans based upon outcomes with consideration given to biological, psychological, spiritual, cultural, developmental, environmental and economic factors.

**CLINICAL EVALUATION:**

Unit Test	=25%
Attendance & Participation	= 55%
Chapter Quizzes	=10%
Kaplan Non-Proctored	= 5%
<u>Kaplan Proctored</u>	<u>= 5%</u>
Total	=100%

**Topical Course Outline:**

Introduction mental health and illness  
Mental Health Care  
Fundamental Nursing roles in mental health  
Communication  
Abuse and Violence  
Mental Health Treatments, Psychopharmacology  
Anxiety  
Somatic Disorders  
Depressive Disorders  
Bipolar Disorders  
Personality Disorders  
Schizophrenia  
Delirium and Dementia  
Substance Abuse/ADHD  
Eating Disorders  
Abuse and violence  
Dissociative Disorders

**Department of Health Sciences: PN Program**  
**Colorado Mesa University**  
**Spring 2019: Introduction to Mental Health Nursing Lab NURS109L**

**Course Title:** NURS109L  
**Day/Time/Place:** M-F 0600-1800 varies clinical facilities  
**Credit:** 1 credit = 45 contact hours

**Pre-requisites:** Acceptance into CMU nursing program; AHA CPR certification, NURS101, NURS106/106L, NURS107/107L and NURS112.

**Co-requisites:** NURS 109 NURS117/117L, NURS118/118L, NURS156 and NURS172/172L.

**Course Description:**

Introduction to complex concepts and behaviors of nursing roles within the cohort of the nursing process, holistic care, and mental health care. Emphasizes theoretical and practical aspects of the mental health nursing skills required to meet the needs of clients in a variety of settings.

**CLINICAL COURSE OBJECTIVES:**

---

- 1.) Demonstrate theory/principles of communication and nurse patient relationship to psychiatric nursing care.
- 2.) Differentiate the modalities utilized in treating psychiatric disorder
- 3.) Integrate, in collaboration with the preceptor nurse, critical thinking skills with the nursing process for care of the psychiatric patient with health problems.
- 4.) Explore the role of the practical nurse and members of the health team caring for clients with psychiatric disorders.
- 5.) Demonstrate principles of cultural competency related to the nursing care of individuals with psychiatric disorders.
- 6.) Utilize diagnostic classifications in collaboration with the preceptor nurse, in treatment planning.
- 7.) Apply nursing process theory to the care of clients with psychiatric disorders.
8. Identify the scope and significance of issues and trends affecting psychiatric health care.
- 9.) Explain the impact of legal, ethical, and cultural issues in the delivery of psychiatric care.
- 10) Share responsibility for the care of the adult patient in structured settings utilizing technology, information, and resources effectively.
- 11) Utilize therapeutic communication techniques and promote therapeutic relationships.
- 12) Document and communicate positively and appropriately with multidisciplinary teams.

13) Utilize the nursing process in collaboration with the preceptor nurse to analyze the needs and develop nursing care maps in consultation with the patient and the multidisciplinary delivery team.

14) Apply principles of cultural competency to the nursing care of individuals with psychiatric disorders.

15) Formulate teaching plans in collaboration with the preceptor nurse, based upon outcomes with consideration given to biological, psychological, spiritual, cultural, developmental, environmental and economic factors.

**CLINICAL EVALUATION:**

Journal Entries: 20%

Mental Health Assessment: 35%

Instructor evaluations of clinical performance: 45%

**Topical Course Outline:**

Work with different clients in various clinical rotation.

**Department of Health Sciences: PN Program**  
**Colorado Mesa University**  
**Fall 2019 Basic Concepts of Pharmacology NURS112**

**Course Title:** NURS112  
**Day/Time/Place:** T 1:00-3:00  
**Credit:** 2 credit hours = 30 contact hours

**Pre-requisites:** Acceptance into CMU nursing program; AHA CPR certification

**Co-requisites:** NURS101, NURS106/106L and NURS107/107L.

**Course Description:**

Exploration of the role of the nurse in assessing the medical and surgical clients' needs across the lifespan. Includes an introduction to basic pharmacology including interactions, classification and adverse effects with a specific emphasis on teaching.

**CLINICAL COURSE OBJECTIVES:**

Discuss the basic concepts of pharmacology.

Describe the basic methods used in the administration of drugs.

Identify common drug classifications.

Identify common drugs within these various drug classifications.

Describe the uses, contraindications, precautions, interactions, and general adverse reactions of the common drugs within these classifications.

Discuss ways to promote an optimal response to therapy, how to manage adverse reactions and important points to keep in mind when educating patients about the use of these drugs.

**CLINICAL EVALUATION:**

In-Class Tests = 55%

Comprehensive Final Exam = 15%

Quizzes, Homework = 10%

Attendance = 10%

Kaplan = 10%

(non-proctored) = (5%)

(Proctored) = (5%)

**TOTAL** = 100%

**Topical Course Outline:**

Drug Definitions, Names, Standards, & Information Sources

Principles of Drug Action & Drug Interactions

Drug Action across the Life Span

Drugs Affecting the Central Nervous System

Drugs Used for Diuresis

Drugs Used to Treat Hypertension

Drugs Used to Treat Heart Failure  
Drugs Used for Pain Management  
Drugs Used to Treat Upper Respiratory Disorders  
Drugs Used to Treat Lower Respiratory Disorders  
Drugs Used to Treat Disorders of the Urinary System  
Drugs Used to Treat Gastroesophageal Reflux and Peptic Ulcer Disease  
Drugs Used to Treat Nausea and Vomiting  
Drugs Used to Treat Constipation and Diarrhea  
Antimicrobial Agents

**Department of Health Sciences: PN Program**  
**Colorado Mesa University**  
**Spring 2019 Obstetrics and Pediatrics NURS117**

**Course Title:** NURS117  
**Day/Time/Place:** T 0800-1100  
**Credit:** 3 credit hours = 45 contact hours

**Prerequisites:** NURS 101, NURS 106, NURS 106L, NURS 107, NURS 107L, and NURS 112.

**Corequisites:** NURS 109, NURS 109L, NURS 117L, NURS 156, NURS 172, and NURS 172L.

**Course Description**

Exploration of fundamental content in the nursing care of the childbearing family, which focuses on pregnancy, physiologic and psychological changes experienced, and care of the normal newborn. Includes the individual needs of the child from infancy through adolescence focusing on developmental stages, as well as childhood diseases and illness within each stage.

**Course objectives**

1. Incorporate the legal and ethical implications of maternal-newborn nursing in daily care.
2. Understand the impact of psychosocial and cultural values and practices in caring for healthy childbearing family.
3. Integrate knowledge of diagnostics, nutrition, and pharmacology into a plan of care for the Childbearing family.
4. Integrate critical thinking skills with the nursing process for care of the stable childbearing patient.
5. Use critical thinking skills to explain nursing process for care of the newborn.
6. Demonstrate appropriate teaching-learning strategies when providing information to the childbearing family.
7. Accurately report alterations in health affecting the childbearing family.
8. Discuss health maintenance and promotion from conception through postpartum and the neonatal period with the childbearing family
9. Understand the major causes of morbidity and mortality in the pediatric population as well as the most common causes and effects of illness in the child.
10. Apply the concepts of growth and development and developmental assessment to the nursing care of children from infancy through adolescence.
11. Utilize the nursing process to care for the pediatric client across the health continuum.
12. Apply critical thinking skills to the care of children and families in a variety of settings.
13. Utilize previously learned concepts related to assessment, nutrition and pharmacology to acquire new knowledge and skills when working with children and families.
14. Demonstrate an understanding of the impact that individual psychosocial and cultural values and practices have in caring for the child and family with complications.

15. Collaborate with the RN to plan safe and effective nursing care for the child utilizing available data.
16. Evaluate the effectiveness of various teaching modalities utilized in caring for children and their families
17. Collaborate with the RN to utilize therapeutic communication techniques in planning and providing nursing care to children and families.

**Grade Calculation:**

Theory	= 100 % of theory course grade
Tests	= 40%
Prep U	= 15%
Attendance	= 15%
Kaplan	= 15 %
Focused Review	(5%)
Integrated EXAM (Dev Family)	(10%)
Final Exam	= 15%
TOTAL	= 100%

**Course Outline:**

Growth and Development  
 Maternal-child health care environment  
 Community-based maternal and pediatric nursing  
 Reproductive system  
 Women's health care and reproduction  
 Fetal development  
 Hospitalized child  
 Medications administration an intravenous therapy children  
 Respiratory disorder  
 Cardiovascular and Hematologic disorder  
 Maternal adaption  
 Prenatal Care  
 Pregnancy at risk  
 Labor process  
 Labor and birth  
 Pain management  
 Genitourinary disorder  
 Gastrointestinal or endocrine disorder  
 Musculoskeletal disorder  
 Integumentary disorder

Communicable disease  
Neurologic disorder  
Psychosocial disorder  
Assisted and Cesarean Birth  
Labor risk  
Postpartum woman at risk  
Newborn transition  
Normal newborn care and nutrition  
Acquired disorders newborn  
Congenital disorders newborn  
Child with chronic health problems  
Abuse  
Dying child

**Department of Health Sciences: PN Program**  
**Colorado Mesa University**  
**Spring 2018 Obstetrics and Pediatrics Lab NURS117L**

**Course Title:** NURS117L  
**Day/Time/Place:** M & F & Sun 0600-1800 Sun 1800-0600 Varies facilities  
**Credit:** 2 credits = 90 contact hours

**Prerequisites:** NURS 101, NURS 106, NURS 106L, NURS 107, NURS 107L, and NURS 112.

**Corequisites:** NURS 109, NURS 109L, NURS 117, NURS 156, NURS 172, and NURS 172L.

**Course Description:**

Application of concepts related to pregnancy, newborns, and children from infancy to adolescence utilizing critical thinking, nursing process, and assessment in caring for this population within the various health care settings.

**Course objectives:**

Receive report from/with the nurse they will be working with.

Choose a postpartum-newborn couplet (this is one mother and one infant) to care for at the beginning of the clinical experience. (Your instructor or charge nurse will collaborate with you to determine the appropriate patient.)

Complete the assessment and care of each patient under the direction of the nursing staff and the instructor.

Document nursing care on the proper form.

Assist in teaching, needs assessment, and teaching of the postpartum patient and her family.

Complete at least one discharge of a mother and baby during your four days on the mother baby unit. Complete a one page reflective paper on the discharge experience. Once you have completed a discharge this does not mean you will be exempt from participating in discharges on the floor. This is a daily job on this floor and you will be expected to engage whenever possible.

Report all patient information to nursing staff and/or during shift and as you leave the unit that day. (Meet in the designated post clinical area before leaving for home)

Be able to discuss the relationships observed between the infant and mother.

Assist with teaching and reinforcement of infant care and feedings.

Be able to identify the benefits of couplet care.

Ensure that infant is feeding q 3-4 hours if infant has not fed in a 4 hour time frame; notify instructor, and/or primary nurse immediately.

Document all feedings on the graphic flow sheet in the infants chart and at the bedside as soon as they occur.

**Grade Calculation:**

Clinical Performance = 65%

Clinical Paperwork = 35%

**TOTAL** = 100%

**Course Outline:**

Clinical course: Apply concepts from didactic into caring for the child and childbearing patient

**Department of Health Sciences: PN Program**  
**Colorado Mesa University**  
**Spring 2019 Socialization for Practical Nursing NURS 156**

**Course Title:** NURS 156 Socialization for Practical Nursing  
**Day/Time/Place:** T 1200-200  
**Credit:** 1 credit = 15 contact hours

**Pre-requisites:** NURS 101, NURS 106, NURS 106L, NURS 107, NURS 107L, and NURS 112

**Co-requisites:** NURS 109, NURS 109L, NURS 117, NURS 117L, NURS 172 and NURS 172L

**Course Description**

Introductory concepts for first time management. Examines legal and ethical responsibilities of the practical nurse. Emphasis is given to the Colorado Nurse Practice Act. Job seeking skills are discussed.

**Course Objectives:**

- 1) Show respect for the inherent worth and uniqueness of others.
- 2) Complete a holistic assessment of the patient.
- 3) Reflect support for patient's rights to make decisions about their health care.
- 4) Evaluate patient outcome using critical thinking, decision-making skills, and creative problem solving
- 5) Utilize assessment findings, within the LPN scope of practice, to design patient care.
- 6) Implement care that is comprehensive and holistic in design.
- 7) Provide safe and appropriate care in a professionally competent manner incorporating physiological, psychological, social, spiritual, and cultural components.
- 8) Act in accordance with accepted ethical and professional standards of practice
- 9) Maintain effective interdisciplinary collaboration
- 10) Provide relevant information in a clear, thorough, effective, and accurate manner.
- 11) Engage in effective working relationships.
- 12) Collaborate in therapeutic interventions while maintaining personal accountability.
- 13) Use related informatics technologies in patient care settings.
- 14) Define the roles and responsibilities of the graduate PN as defined by established standards including the Colorado Nurse Practice Act.
- 15) Uphold moral, legal, and humanistic principles.
- 16) Relate the purpose of nursing organizations to the PN.
- 17) Apply concepts from general education and program pre-requisites to enhance critical thinking and clinical decision-making.
- 18) Demonstrate an appreciation for the diversity among patient populations.
- 19) Demonstrate empathy for and a connection with patients.

**EVALUATION METHOD:**

Attendance	20%
Unit Tests	25%
Assignments	25%
<u>Kaplan proctored</u>	<u>30%</u>
Total	= <b>100%</b>

**Course Outline:**

Historical perspective and current trends  
Caring as a personal and professional behavior  
Changing roles in nursing  
Healthcare environment  
Nursing and informatics  
Your role as a student  
Importance of critical thinking  
Entry into practice  
Employment process  
Leadership and management as a professional  
Communication skills  
Culture  
Benefits of change  
Meaningful priorities  
Conflict  
Dealing with chaos  
Ethics and Law in nursing management  
Use of power  
Motivating employees team building

**Department of Health Sciences: PN Program  
Colorado Mesa University  
Spring 2019 Adult Concepts II NURS172**

**Course Title:** NURS 172 Adult Concepts II  
**Day/Time/Place:** Thus 0900-1150  
**Credit:** 3 credits = 45 contact hours

**Pre-requisites:** NURS101, NURS106, NURS106L, NURS107, NURS107L, and NURS112

**Co-requisites:** NURS109, NURS109L, NURS117, NURS117L, NURS156 and NURS172L

**Course Description**

Application of clinical practicum to apply nursing theory in medical surgical nursing using the nursing process to assist clients with more complex health care needs.

**Course Objectives:**

- Be able to describe the nursing process to a variety of medical-surgical disorders.
- List causes signs, symptoms, treatments, diagnostic testing and prognosis as well as the nursing care to certain medical-surgical conditions.
- List measures and conditions to prevent diseases in given situations.
- Know what the normal ranges are for given laboratory test results
- Identify the procedures diagnostic tests and what disorders.
- Know what nutritional values are important with various disorders.
- Identify the roles of certain nutritional values with medical-surgical disease processes.
- Identify current drug regimens and therapeutic ranges for medical-surgical disorders.
- Apply knowledge basis when adverse reactions and side effects are involved with medication treatments in medical-surgical disorders.
- Identify and relate acceptable standards of practice in intravenous therapy.
- Be able to calculate rates of infusion for intravenous therapy as per physician orders and standards of practice.
- Be able to identify and know what appropriate nursing actions to take indicative of local and systemic complications of intravenous therapy.

**EVALUATION METHOD:**

In-Class Tests	= 40%
Comprehensive Final Exam	= 15%
Prep-U, Quizzes, Research Paper	= 20%
Attendance and Participation	= 10%
Kaplan Focused Review Exams	= 5%
Kaplan Integrated Exam	= 10%

**Course Outline:**

Hematopoietic disorders  
Lymphatic system disorders  
Blood typing  
Immune-Mediated disorders  
HIV/Aids  
Inflammatory disorders of the heart and blood vessels  
Valvular disorders of the heart  
Disorders of Coronary and Peripheral blood vessels  
Cardiac dysrhythmias  
Cardiovascular surgery  
Endocrine disorders  
Pain management  
Perioperative care  
Burns  
Peripheral nervous system disorders  
Head and spinal cord trauma  
Neurologic deficits  
Musculoskeletal injuries  
Orthopedic and Connective Tissue Disorders  
Cancer  
Complementary and Alternative therapies

**Department of Health Sciences: PN Program  
Colorado Mesa University  
Spring 2019 Adult Concepts II Lab NURS 172L**

**Course Title:** NURS 172L Adult Concepts II Lab  
**Day/Time/Place:** Monday and Friday 0600-1800 varies facilities  
**Credit:** 3 credits = 135 contact hours

**Pre-requisites:** NURS101, NURS106, NURS106L, NURS107, NURS107L, and NURS112

**Co-requisites:** NURS109, NURS109L, NURS117, NURS117L, NURS156 and NURS172

**Course Description**

Application of clinical practicum to apply nursing theory in medical surgical nursing using the nursing process to assist clients with more complex health care needs.

**Course Objectives:**

- 1) Utilize technology and resources to analyze patient information.
- 2) In collaboration with the RN, assume responsibility for the care of adult patient/client . Collaborate with the multidisciplinary team to promote patient/client optimal wellness.
- 3) Utilize the nursing process to analyze patient/client needs by developing nursing caremaps.
- 4) Demonstrate ethical, legal and professional behavior.
- 5) Demonstrate cultural competency of individuals across the life span.
- 6) Demonstrate communication techniques to establish and guide therapeutic relationships.
- 7) In collaboration with the RN, create a teaching plan for patient/client and family.
- 8) In collaboration with the RN, evaluate discharge needs of the patient/client.
- 9) Utilize diagnostic classifications in collaboration with the preceptor nurse, in treatment planning.
- 10) Share responsibility for the care of the adult patient in structured settings utilizing technology, information, and resources effectively.
- 11) Utilize therapeutic communication techniques and promote therapeutic relationships.
- 12) Document and communicate positively and appropriately with multidisciplinary teams.
- 13) Utilize the nursing process in collaboration with the preceptor nurse to analyze the needs and develop nursing care maps in consultation with the patient and the multidisciplinary delivery team.
- 14) Participate in the evaluation of outcomes in implementing change.
- 15) Formulate teaching plans in collaboration with the preceptor nurse, based upon outcomes with consideration given to biological, psychological, spiritual, cultural, developmental, environmental and economic factors.
- 16) Use established guidelines in prioritizing and organizing nursing care.
- 17) Promote ethical, legal and professional awareness and responsibility in others.

**EVALUATION METHOD:**

Clinical Performance	= 40 %
Clinical Paperwork	= 20 %
Outpatient Journals	= 10 %
Med/Surg Care-map project	= <u>30 %</u>
<b>TOTAL</b>	= 100 %

**Course Outline:**

Applying concepts from didactic in caring for various patients in different clinical settings.

## Appendix 4.7 NURS 106L First Semester

Name: \_\_\_\_\_

Skills Lab evaluation is based upon accomplishment of course and clinical objectives as evidenced by outcomes in core competency areas, attendance as defined in PN handbook, as well as successful performance of the following critical behaviors:

### ***Critical Behaviors***

Students must successfully perform the following critical behaviors based on pass-fail criteria. Failure to perform at a passing level in any of these **automatically results in clinical failure**, regardless of clinical performance in other areas.

1. <b><u>Safety</u></b>	Pass:	The student will maintain a safety-based practice. Student consistently maintains a safe clinical environment. Student consistently takes safety precautions while providing pt. care.
	Fail:	Student will identify safety standards for the clinical facility. Student does not consistently maintain a safety based practice. (Examples include, but are not limited to failure to follow through with critical tasks, performing procedures in an unsafe manner, failure to identify and or attend to environmental hazards.)
2. <b><u>Preparation for Care</u></b>	Pass:	The student will demonstrate preparation before skills lab experience.
	Fail:	Student does not come to skills lab area adequately prepared.
3. <b><u>Accountability/Honesty</u></b>	Pass:	The student will maintain honesty at all times. The student will report error or omissions in care to the primary care nurse and instructor as soon as recognized. The student will accept responsibility for behavior and consequences.
	Fail:	Student compromise of honesty observed. Falsification of information provided to the nurse or in documentation of patient information. Failure to report known errors or omissions, and/or failure to accept responsibility for behavior and consequences.
4. <b><u>Confidentiality</u></b>	Pass:	Student will identify privileged information and shares information only with appropriate personnel and in an appropriate setting.
	Fail:	The student fails to maintain integrity of privileged information. Examples include, but not limited to discussing with persons not involved in patient care, or in public place.
5. <b><u>Medications</u></b>	Pass:	The student will consistently follow safe medication administration principles, including the 5 rights. The student

is able to verbalize appropriate drug information related to patient care.

Fail:

Failure to follow safe medication administration principles, examples include, but are not limited to, violation of one or more of the rights during medication administration on more than two occasions, or at instructor's discretion. Failure to consistently verbalize appropriate drug information related to patient care

Key:	Rating:
SLO: Student Learning Outcome	E-Exemplary-----4
DO: Didactic Objective	S: Satisfactory-----3
CCO: Clinical Course Objectives	NI: Needs Improvement-----2
KSA: Knowledge, Skills, Attitudes	U: Unsatisfactory-----0-1

CCO	SLO 1: Professional Behavior: Function as a competent practical nurse within a legal and ethical framework to provide holistic care to patients from diverse backgrounds.	Grade
1.1	<p><b>Actions reflect a strong base of theoretical knowledge of evidence based practice.</b></p> <p><b>Exemplary:</b> Performs aspects of nursing care proficiently, accurately and safely. Applies sound theoretical knowledge to use evidenced based practice.</p> <p><b>Satisfactory:</b> Performs all aspects of nursing care proficiently and safely with few supportive cues needed, with increasing self-confidence. Requires some assistance with identifying safe and ethical care based on nursing standards and evidence based practice.</p> <p><b>Needs Improvement:</b> Performs nursing care safely with minimal supportive cues needed for accuracy. Identifies safe and ethical care, but needs support in applying principles of evidenced based practice.</p> <p><b>Unsatisfactory:</b> Requires frequent supportive cues to perform nursing care safely and accurately. Identifies safe and ethical care, but has consistent difficulty in application of evidenced based practice.</p>	
1.2	<p><b>Delivers care in a nonjudgmental and non-discriminatory manner functioning as a patient advocate.</b></p> <p><b>Exemplary:</b> Consistently models caring behaviors in nurse-patient interactions, patient advocacy, and patient care interventions Demonstrates appreciation of psychological, spiritual, and cultural needs of individuals.</p> <p><b>Satisfactory:</b> Needs reminders to model caring behaviors in nurse-patient interactions, patient advocacy, and patient care interventions. Needs reminders to recognize psychological, spiritual, and cultural needs of individuals.</p> <p><b>Needs Improvement:</b> Needs frequent reminders to model caring behaviors in nurse-patient interactions, patient advocacy, and pt care interventions. Needs frequent reminders to recognize psychological, spiritual, and cultural needs of individuals.</p> <p><b>Unsatisfactory:</b> Unable to model caring behaviors in nurse-patient interactions, patient advocacy, and patient care interventions. Unable to demonstrate appreciation of psychological, spiritual, and cultural needs of individuals.</p>	
1.3	<p><b>Demonstrates professional behaviors of preparedness, punctuality, accountability, &amp; appearance</b></p> <p><b>Exemplary:</b> Preparatory paperwork is complete. Excellent time management skills are evident in organization of clinical performance. Professional dress and appearance meet all standards.</p> <p><b>Satisfactory:</b> Needs occasional reminders to complete paperwork. Time management and organizational skills are satisfactory. Professional dress and appearance meets majority of standards.</p> <p><b>Needs Improvement:</b> Needs frequent reminders to complete paperwork. Inefficient time management skills demonstrated. Professional dress and appearance meets majority of standards.</p> <p><b>Unsatisfactory:</b> Unable to apply time management in the clinical setting. Unable to meet professional standards</p>	

CCO	SLO 2: Communication: Promote a therapeutic environment supporting communication across the lifespan for vulnerable and diverse populations.	Grade
2.1	<b>Recognizes differences in communication styles used in therapeutic interaction.</b>	
	<b>Exemplary:</b> Independently applies appropriate communication techniques in therapeutic interactions	
	<b>Satisfactory:</b> Accurately identifies appropriate and inappropriate communication techniques used in therapeutic interactions	
	<b>Needs Improvement:</b> Needs frequent assistance in identifying appropriate and inappropriate communication techniques used in therapeutic interactions	
	<b>Unsatisfactory:</b> Unable to recognize and differentiate between appropriate and inappropriate communication techniques	
2.2	<b>Demonstrates effective written, verbal, nonverbal communication.</b>	
	<b>Exemplary:</b> Independently communicates essential patient information to the patient, the patient's significant others, and members of the healthcare team	
	<b>Satisfactory:</b> Conveys essential patient information to the patient, the patient's significant others, and members of the healthcare team	
	<b>Needs Improvement:</b> Needs frequent assistance to convey essential patient information to the appropriate individual	
	<b>Unsatisfactory:</b> Unable to convey essential patient information to the appropriate individual	
2.3	<b>Engages patients/families in teaching plans of care.</b>	
	<b>Exemplary:</b> Independently identifies knowledge deficits & resources to meet family and Patient needs	
	<b>Satisfactory:</b> With assistance able to identify knowledge deficits & resources to meet family and Patient needs	
	<b>Needs Improvement:</b> Has difficulty identifying knowledge deficits & resources to meet family and Patient needs	
	<b>Unsatisfactory:</b> Does not acknowledge family and patient knowledge deficits	

CCO	SLO 3: Assessment: Demonstrates clinical decision-making and critical thinking skills in collaboration with the registered nurse, to provide effective nursing care for individuals throughout the development stages across the lifespan.	Grade
3.1	<b>Identifies and reports normal and abnormal findings from patient health assessment.</b>	
	<b>Exemplary:</b> Prioritizes potential complications and identifies rationales for interventions	
	<b>Satisfactory:</b> Needs occasional assistance prioritizing potential complications and rationales for interventions.	
	<b>Needs Improvement:</b> Needs frequent assistance prioritizing potential complications and rationales for interventions.	
	<b>Unsatisfactory:</b> Cannot prioritizes potential complications and/or identify rationales for interventions.	
3.2	<b>Interprets collected data within established protocols and guidelines from various sources including patient interviews, observations/measurements, health care team members, family, significant others, and health records.</b>	
	<b>Exemplary:</b> Demonstrates critical thinking skills while interpreting patient data.	
	<b>Satisfactory:</b> With some assistance able to demonstrate critical thinking skills while interpreting patient data.	
	<b>Needs Improvement:</b> Needs frequent assistance to demonstrate critical thinking skills while interpreting patient data.	
	<b>Unsatisfactory:</b> Does not demonstrate critical thinking skills while interpreting patient data.	
3.3	<b>Identifies how developmental stages affect data.</b>	
	<b>Exemplary:</b> Independently makes pain and suffering relief their priority	
	<b>Satisfactory:</b> Reflects on personal beliefs and values regarding their effect on competent, confident, compassionate care	
	<b>Needs Improvement:</b> Needs frequent reminders to consider personal beliefs and values for their impact on professional caring behaviors in the management and delivery of patient care	
	<b>Unsatisfactory:</b> Fails to consider the inherent rights of the patient to be different from self and compromises professional caring behaviors in the management and delivery of patient care	

CCO	<b>SLO 4: Planning:</b> In a collaborative manner organize and incorporate assessment data (using critical thinking) to plan/revise patient care based on established nursing diagnoses, assessments, and evaluation data.	Grade
4.1	<b>Questions assumptions when utilizing the nursing process.</b> <b>Exemplary:</b> In collaboration with other team members evaluates the effectiveness of plan designed to address patient care needs based on assessment data, relevant nursing interventions, and expected patient outcomes <b>Satisfactory:</b> Determines effectiveness of plan designed to address patient care needs based on assessment data, relevant nursing interventions, and expected patient outcomes <b>Needs Improvement:</b> Needs frequent assistance to determine effectiveness of a planned approach to patient care <b>Unsatisfactory:</b> Unable to determine effectiveness of a planned approach to patient care that considers nursing interventions specific to identified patient needs and expected patient outcomes	
4.2	<b>Seeks variable viewpoints when problem solving.</b> <b>Exemplary:</b> Analyzes information from the interdisciplinary team when applying the nursing process <b>Satisfactory:</b> Investigates issues within the interdisciplinary team when applying the nursing process <b>Needs Improvement:</b> Needs frequent assistance to consult with interdisciplinary team regarding the plan of care <b>Unsatisfactory:</b> Does not incorporate views of interdisciplinary team when making decisions about patient care	
4.3	<b>Reframes problems.</b> <b>Exemplary:</b> Prioritizes potential complications and identifies rationales for interventions <b>Satisfactory:</b> Prioritizes problems that characterize the keystone nursing diagnoses <b>Needs Improvement:</b> Has difficulty prioritizing problems and verbalizing the rationale for nursing interventions <b>Unsatisfactory:</b> Cannot make judgments between patient's present state and desired outcomes	

CCO	<b>SLO5: Caring Interventions:</b> Utilize knowledge of the nursing process, patient needs, and the role of the nurse when providing safe, effective, and individualize patient care, which respects values, culture, and expressed needs.	Grade
5.1	<b>Examines communication barriers and strategies to improve communication of a caring attitude.</b> <b>Exemplary:</b> Consistently applies caring behaviors <b>Satisfactory:</b> Interprets caring behaviors, recognizes and examines barriers to improving a caring attitude <b>Needs Improvement:</b> Occasionally neglects to demonstrate caring behaviors, and needs frequent assistance in examining barriers to a caring attitude <b>Unsatisfactory:</b> Does not exhibit caring behaviors with patient interactions, and is unable to examine the barriers	
5.2	<b>Exhibits professional caring behaviors: competence, confidence, compassion, conscience, commitment.</b> <b>Exemplary:</b> Consistently Models caring behaviors in nurse-patient interactions, patient advocacy, and patient care interventions <b>Satisfactory:</b> With some assistance able to Models caring behaviors in nurse-patient interactions, patient advocacy, and patient care interventions <b>Needs Improvement:</b> Needs frequent assistance to implement those behaviors that embody professional caring <b>Unsatisfactory:</b> Does not demonstrate aspects of caring behaviors in nurse-patient interactions, patient advocacy, and patient care interventions	
5.3	<b>Recognizes personal beliefs and values that may impact management of pain and suffering.</b> <b>Exemplary:</b> Independently makes pain and suffering relief their priority <b>Satisfactory:</b> Reflects on personal beliefs and values regarding their effect on competent, confident, compassionate care <b>Needs Improvement:</b> Needs frequent reminders to consider personal beliefs and values for their impact on professional caring behaviors in the management and delivery of patient care <b>Unsatisfactory:</b> Fails to consider the inherent rights of the patient to be different from self and compromises professional caring behaviors in the management and delivery of patient care	



## NURS 172L Second Semester

Name: \_\_\_\_\_

Skills Lab evaluation is based upon accomplishment of course and clinical objectives as evidenced by outcomes in core competency areas, attendance as defined in PN handbook, as well as successful performance of the following critical behaviors:

### ***Critical Behaviors***

Students must successfully perform the following critical behaviors based on pass-fail criteria. Failure to perform at a passing level in any of these **automatically results in clinical failure**, regardless of clinical performance in other areas.

1. <b><u>Safety</u></b>	Pass: The student will maintain a safety-based practice. <ul style="list-style-type: none"><li>• Student consistently maintains a safe clinical environment.</li><li>• Student consistently takes safety precautions while providing pt. care.</li><li>• Student will identify safety standards for the clinical facility.</li></ul>
	Fail: Student does not consistently maintain a safety based practice. (Examples include, but are not limited to: failure to follow through with critical tasks, performing procedures in an unsafe manner, failure to identify and or attend to environmental hazards.)
2. <b><u>Preparation for Care</u></b>	Pass: The student will demonstrate preparation before skills lab experience.
	Fail: Student does not come to skills lab area adequately prepared.
3. <b><u>Accountability/Honesty</u></b>	Pass: The student will maintain honesty at all times. The student will report error or omissions in care to the primary care nurse and instructor as soon as recognized. The student will accept responsibility for behavior and consequences.
	Fail: Student compromise of honesty observed. Falsification of information provided to the nurse or in documentation of patient information. Failure to report known errors or omissions, and/or failure to accept responsibility for behavior and consequences.
4. <b><u>Confidentiality</u></b>	Pass: Student will identify privileged information and shares information only with appropriate personnel and in an appropriate setting.
	Fail: The student fails to maintain integrity of privileged information. Examples include, but not limited to discussing with persons not involved in patient care, or in public place.
5. <b><u>Medications</u></b>	Pass: The student will consistently follow safe medication administration principles, including the 5 rights. The student is able to verbalize appropriate drug information related to patient care.
	Fail: Failure to follow safe medication administration principles, examples include, but are not limited to, violation of one or more of the rights during medication administration on more than two occasions, or at instructor's discretion. Failure to consistently verbalize appropriate drug information related to patient care

Key:  
 SLO: Student Learning Outcome  
 CCO: Clinical Course Objectives

Rating:  
 E-Exemplary-----4  
 S: Satisfactory-----3  
 NI: Needs Improvement-----2  
 U: Unsatisfactory-----0-1

CCO	<b>SLO 1: Professional Behavior:</b> Functions as a competent practical nurse within a legal and ethical framework to provide holistic care to patients from diverse backgrounds.	Grade
1.1	<p><b>Actions reflect a strong base of theoretical knowledge of evidence based practice.</b></p> <p><b>Exemplary:</b> Accurately and safely applies and evaluates nursing knowledge using evidence-based practice. Utilizes the Code of Nursing to Guide Practice. Appreciates the role of a patient advocate.</p> <p><b>Satisfactory:</b> Accurately and safely applies and evaluates nursing knowledge using evidence-based practice, utilizing the Code of Nursing, and patient advocacy with few supportive cues needed for accuracy, with increasing self-confidence.</p> <p><b>Needs Improvement:</b> Accurately and safely applies and evaluates nursing knowledge using evidence-based practice, utilizing the Code of Nursing, and patient advocacy with minimal supportive cues needed for accuracy.</p> <p><b>Unsatisfactory:</b> Requires frequent supportive cues to accurately and safely apply and evaluate nursing knowledge using evidence-based practice. Does not utilize the Code of Nursing, and does not act as a patient advocate.</p>	
1.2	<p><b>Delivers care in a nonjudgmental and non-discriminatory manner functioning as a patient advocate.</b></p> <p><b>Exemplary:</b> Consistently models caring behaviors in nurse-patient interactions, patient advocacy, and patient care interventions. Demonstrates appreciation of psychological, spiritual, and cultural needs of individuals. Delivers care in a nonjudgmental and non-discriminatory manner. Delivers care in a manner preserving patient autonomy, dignity, and rights.</p> <p><b>Satisfactory:</b> Needs reminders to model caring behaviors in nurse-patient interactions, patient advocacy, and patient care interventions. Needs reminders to recognize psychological, spiritual, and cultural needs of individuals. Needs reminders to deliver care in a nonjudgmental and non-discriminatory manner, preserving patient autonomy, dignity, and rights.</p> <p><b>Needs Improvement:</b> Needs frequent reminders to model caring behaviors in nurse-patient interactions, patient advocacy, and patient care interventions. Needs frequent reminders to recognize psychological, spiritual, and cultural needs of individuals.</p> <p><b>Unsatisfactory:</b> Unable to model caring behaviors in nurse-patient interactions, patient advocacy, and patient care interventions. Unable to demonstrate appreciation of psychological, spiritual, and cultural needs of individuals.</p>	
1.3	<p><b>Demonstrates professional behaviors of preparedness, punctuality, accountability, &amp; appearance</b></p> <p><b>Exemplary:</b> Preparatory paperwork is complete. Excellent time management skills are evident in organization of clinical performance. Professional dress and appearance meet all standards. Maintains patient confidentiality within legal and regulatory parameters.</p> <p><b>Satisfactory:</b> Needs occasional reminders to complete paperwork. Time management and organizational skills are satisfactory. Professional dress and appearance meets majority of standards. Maintains patient confidentiality within legal and regulatory parameters.</p> <p><b>Needs Improvement:</b> Needs frequent reminders to complete paperwork. Inefficient time management skills demonstrated. Professional dress and appearance meets majority of standards. Maintains patient confidentiality within legal and regulatory parameters.</p> <p><b>Unsatisfactory:</b> Unable to apply time management in the clinical setting. Unable to meet professional standards. Unable to maintain patient confidentiality within legal and regulatory parameters.</p>	

CCO	<b>SLO 2: Communication:</b> Promote a therapeutic environment supporting communication across the lifespan for vulnerable and diverse populations.	Grade
2.1	<b>Recognizes differences in communication styles used in therapeutic interaction.</b> <b>Exemplary:</b> Independently applies appropriate communication techniques in therapeutic interactions Communicates relevant accurate and complete information to patient and the members of the health care team <b>Satisfactory:</b> Accurately identifies appropriate and inappropriate communication techniques used in therapeutic interactions. Needs assistance communicating relevant accurate and complete information to patient and the members of the health care team. <b>Needs Improvement:</b> Needs frequent assistance in identifying appropriate and inappropriate communication techniques used in therapeutic interactions and communicating relevant accurate and complete information to patient and the members of the health care team <b>Unsatisfactory:</b> Unable to recognize and differentiate between appropriate and inappropriate communication techniques. Does not communicate relevant accurate and complete information to patient and the members of the health care team	
2.2	<b>Demonstrates effective written, verbal, nonverbal communication.</b> <b>Exemplary:</b> Independently communicates essential patient information to the patient, the patient’s significant others, and members of the healthcare team Identifies effective communication skills to use when interacting with patients, significant others and health care team members. Charts accurately with adequate detail according to the format used at the clinical site. Uses information technology available in the clinical site to support and communicate the planning and provision of patient care. <b>Satisfactory:</b> Conveys essential patient information to the patient, the patient’s significant others, and members of the healthcare team. Needs occasional assistance with charting in accurate and adequate detail according to the format used at the clinical site. Needs occasional assistance with information technology available in the clinical site to support and communicate the planning and provision of patient care. <b>Needs Improvement:</b> Needs frequent assistance to convey essential patient information to the appropriate individual. Needs frequent assistance with charting in accurate and adequate detail according to the format used at the clinical site. Needs frequent assistance with information technology available in the clinical site to support and communicate the planning and provision of patient care. <b>Unsatisfactory:</b> Unable to convey essential patient information to the appropriate individual. Unable to chart in accurate and adequate detail according to the format used at the clinical site. Unable to use information technology available in the clinical site to support and communicate the planning and provision of patient care.	
2.3	<b>Engages patients/families in teaching plans of care.</b> <b>Exemplary:</b> Independently identifies knowledge deficits & resources to meet family and patient needs. Communicates relevant accurate and complete information to patient and the members of the health care team. Communicates in a culturally sensitive manner. <b>Satisfactory:</b> With assistance able, to identify knowledge deficits & resources to meet family and patient needs. With assistance is able to communicate relevant accurate and complete information to patient and the members of the health care team. With assistance is able to communicate in a culturally sensitive manner. <b>Needs Improvement:</b> Has difficulty identifying knowledge deficits & resources to meet family and patient needs. Has difficulty communicating relevant accurate and complete information to patient and the members of the health care team. Has difficulty communicating in a culturally sensitive manner. <b>Unsatisfactory:</b> Does not acknowledge family and patient knowledge deficits. Cannot communicate relevant accurate and complete information to patient and the members of the health care team. Cannot communicates in a culturally sensitive manner.	
CCO	<b>SLO 3: Assessment:</b>	Grade

	Demonstrates clinical decision-making and critical thinking skills in collaboration with the registered nurse, to provide effective nursing care for individuals throughout the development stages across the lifespan.	
3.1	<p><b>Identifies and reports normal and abnormal findings from patient health assessment.</b></p> <p><b>Exemplary:</b> Prioritizes potential complications and identifies rationales for interventions. Identifies normal and abnormal findings on health assessment and reports them to the patient’s nurse and instructor.</p> <p><b>Satisfactory:</b> Needs occasional assistance prioritizing potential complications and rationales for interventions and reporting to the patient’s nurse and instructor</p> <p><b>Needs Improvement:</b> Needs frequent assistance prioritizing potential complications and rationales for interventions and reporting to the patient’s nurse and instructor.</p> <p><b>Unsatisfactory:</b> Cannot prioritizes potential complications and/or identify rationales for interventions. Does not report to the patient’s nurse and instructor.</p>	
3.2	<p><b>Interprets collected data within established protocols and guidelines from various sources including patient interviews, observations/measurements, health care team members, family, significant others, and health records.</b></p> <p><b>Exemplary:</b> Accurately collects data within established protocols and guidelines from various sources including patient interviews, observations/measurements, health care team members, family, significant others, and health records. Demonstrates critical thinking skills while interpreting patient data</p> <p><b>Satisfactory:</b> Accurately collects data within established protocols and guidelines from various sources including patient interviews, observations/measurements, health care team members, family, significant others, and health records. With some assistance able to demonstrate critical thinking, skills while interpreting patient data.</p> <p><b>Needs Improvement:</b> Accurately collects data within established protocols and guidelines from various sources including patient interviews, observations/measurements, health care team members, family, significant others, and health records. Needs frequent assistance to demonstrate critical thinking skills while interpreting patient data.</p> <p><b>Unsatisfactory:</b> Accurately collects data within established protocols and guidelines from various sources including patient interviews, observations/measurements, health care team members, family, significant others, and health records. Does not demonstrate critical thinking skills while interpreting patient data.</p>	
3.3	<p><b>Identifies how developmental stages affect data.</b></p> <p><b>Exemplary:</b> Independently makes pain and suffering relief their priority. Describes patient’s present state and desired outcomes. Understands the importance of modifying plan of care based on collected data. In collaboration with the registered nurse modifies interventions to the plan of care.</p> <p><b>Satisfactory:</b> Reflects on personal beliefs and values regarding their effect on competent, confident, compassionate care. Needs some assistance-modifying plan of care based on collected data.</p> <p><b>Needs Improvement:</b> Needs frequent reminders to consider personal beliefs and values for their impact on professional caring behaviors in the management and delivery of patient care. Needs frequent reminders to consider for modifying plan of care based on collected data.</p> <p><b>Unsatisfactory:</b> Fails to consider the inherent rights of the patient to be different from self and compromises professional caring behaviors in the management and delivery of patient care.</p>	
CCO	<p><b>SLO 4: Planning:</b> In a collaborative manner organize and incorporate assessment data (using critical thinking) to</p>	Grade

	plan/revise patient care based on established nursing diagnoses, assessments, and evaluation data.	
4.1	<p><b>Questions assumptions when utilizing the nursing process.</b></p> <p><b>Exemplary:</b> Describes how the practical nurse assists with the development of the patient’s care plan. In collaboration with other team members evaluates the effectiveness of plan designed to address patient care needs based on assessment data, relevant nursing interventions, and expected patient outcomes</p> <p><b>Satisfactory:</b> Determines effectiveness of plan designed to address patient care needs based on assessment data, relevant nursing interventions, and expected patient outcomes</p> <p><b>Needs Improvement:</b> Needs frequent assistance to determine effectiveness of a planned approach to patient care</p> <p><b>Unsatisfactory:</b> Unable to determine effectiveness of a planned approach to patient care that considers nursing interventions specific to identified patient needs and expected patient outcomes</p>	
4.2	<p><b>Seeks variable viewpoints when problem solving.</b></p> <p><b>Exemplary:</b> Utilizes established nursing diagnoses for patients with common, well-defined health problems. Recognizes the need for prioritizing nursing interventions when providing care to patients. Analyzes information from the interdisciplinary team when applying the nursing process</p> <p><b>Satisfactory:</b> Investigates issues within the interdisciplinary team when applying the nursing process. Needs some assistance when utilizing established nursing diagnoses for patients</p> <p><b>Needs Improvement:</b> Needs frequent assistance to consult with interdisciplinary team regarding the plan of care and established nursing diagnoses.</p> <p><b>Unsatisfactory:</b> Does not incorporate views of interdisciplinary team when making decisions about patient care. Does not utilizes established nursing diagnoses for patients with common, well-defined health problems.</p>	
4.3	<p><b>Reframes problems.</b></p> <p><b>Exemplary:</b> Understands abnormal diagnostic tests, and assessment data and their corresponding effect on patient health status. Assists in the review and revision of the nursing care plan to meet the changing needs of patients. Prioritizes potential complications and identifies rationales for interventions</p> <p><b>Satisfactory:</b> With some assistance understands abnormal diagnostic tests, and assessment data and their corresponding effect on patient health status. Assists in the review and revision of the nursing care plan to meet the changing needs of patients. Prioritizes problems that characterize the keystone nursing diagnoses</p> <p><b>Needs Improvement:</b> Has difficulty understanding abnormal diagnostic tests, and assessment data and their corresponding effect on patient health status. Has difficulty prioritizing problems and verbalizing the rationale for nursing interventions</p> <p><b>Unsatisfactory:</b> Unable to Understands abnormal diagnostic tests, and assessment data and their corresponding effect on patient health status. Cannot make judgments between patient’s present state and desired outcomes</p>	
CCO	<p><b>SLO5: Caring Interventions:</b></p> <p>Utilizes knowledge of the nursing process, patient needs, and the role of the nurse when providing safe, effective, and individualize patient care, which respects values, culture, and expressed needs.</p>	Grade
5.1	<p><b>Examines communication barriers and strategies to improve communication of a caring attitude.</b></p> <p><b>Exemplary:</b></p>	

	<p>Supports nursing practice reflective of patient values and beliefs. Provides non-judgmental nursing care, especially when confronted with values and practices that conflict with one's own beliefs. Consistently applies caring behaviors</p> <p><b>Satisfactory:</b> Interprets caring behaviors, recognizes and examines barriers to improving a caring attitude</p> <p><b>Needs Improvement:</b> Occasionally neglects to demonstrate caring behaviors, and needs frequent assistance in examining barriers to a caring attitude</p> <p><b>Unsatisfactory:</b> Does not exhibit caring behaviors with patient interactions, and is unable to examine the barriers</p>	
5.2	<p><b>Exhibits professional caring behaviors: competence, confidence, compassion, conscience, commitment.</b></p> <p><b>Exemplary:</b> Provides competent and safe nursing care in a variety of settings. Consistently models caring behaviors in nurse-patient interactions, patient advocacy, and patient care interventions</p> <p><b>Satisfactory:</b> Provides competent and safe nursing care in a variety of settings. With some assistance able to model caring behaviors in nurse-patient interactions, patient advocacy, and patient care interventions</p> <p><b>Needs Improvement:</b> Provides competent and safe nursing care in a variety of settings. Needs frequent assistance to implement those behaviors that embody professional caring</p> <p><b>Unsatisfactory:</b> Does not provide competent and safe nursing care in a variety of settings. Does not demonstrate aspects of caring behaviors in nurse-patient interactions, patient advocacy, and patient care interventions</p>	
5.3	<p><b>Recognizes personal beliefs and values that may affect management of pain and suffering.</b></p> <p><b>Exemplary:</b> Demonstrates caring behavior towards all assigned patient's significant others and other health care providers. Safely administers pain medications taking into account potential side effects. Independently makes pain and suffering relief their priority</p> <p><b>Satisfactory:</b> Reflects on personal beliefs and values regarding their effect on competent, confident, compassionate care. Safely administers pain medications taking into account potential side effects.</p> <p><b>Needs Improvement:</b> Needs frequent reminders to consider personal beliefs and values for their impact on professional caring behaviors in the management and delivery of patient care. Safely administers pain medications taking into account potential side effects.</p> <p><b>Unsatisfactory:</b> Fails to consider the inherent rights of the patient to be different from self and compromises professional caring behaviors in the management and delivery of patient care. Does not safely administer pain medications taking into account potential side effects.</p>	
CCO	<p><b>SLO 6: Managing:</b> Collaboratively organize patient care through shared planning, decision-making, problem solving, and goal-setting, employing therapeutic nursing interventions to stable patients in a variety of health care settings.</p>	Grade
6.1	<p><b>Explains the importance of measurement and variation in assessing quality care.</b></p> <p><b>Exemplary:</b> Assesses the needs and problems of the stable patient. Practices evidenced based care through preclinical preparation</p> <p><b>Satisfactory:</b> Explains how implementing care can improve the quality of care for patients</p>	

	<b>Needs Improvement:</b> Has difficulty in recognizing and explaining the use of evidenced based measurements
	<b>Unsatisfactory:</b> Unable to explain methods of measuring evidence-based nursing and the correlation with measures to effect quality improvement
6.2	<b>Uses quality improvement measures to understand performance</b>
	<b>Exemplary:</b> Completes care in an organized and timely manner. Organizes patient care activities to meet patient needs. Recognizes growth and development factors that influence behaviors. Independently recognizes and evaluates the variables that may affect future patient care
	<b>Satisfactory:</b> With some assistance able to complete care in an organized and timely manner. With some assistance organizes patient care activities to meet patient needs. With some assistance recognizes growth and development factors which influence behaviors Evaluates the variables that may affect future patient care
	<b>Needs Improvement:</b> Needs frequent assistance to make correlations among various data or nursing behaviors that impact nursing actions and patient care. Needs frequent assistance to complete care in an organized and timely manner. Needs frequent assistance to organize patient care activities to meet patient needs. Needs frequent assistance to recognize growth and development factors which influence behaviors.
	<b>Unsatisfactory:</b> Unable to recognize the significance of measures that would improve the quality of nursing care and patient outcomes. Unable to to complete care in an organized and timely manner.
6.3	<b>Documentation and implementation integrate evidenced based practice with outcomes</b>
	<b>Exemplary:</b> Independently documents assessments, implementation and evaluation of plan of care accurately and timely
	<b>Satisfactory:</b> Needs some assistance with documents accurately and timely related to assessments, implementation and evaluation of plan of care.
	<b>Needs Improvement:</b> Needs reminding of appropriate documentation
	<b>Unsatisfactory:</b> Does not participate in documentation or doesn't show improvement

Total Points \_\_\_\_\_ divided by 18 \_\_\_\_\_ (Conversion scale= \_\_\_\_\_ %)

1. Clinical Performance 65%X \_\_\_\_\_ (grade) = \_\_\_\_\_ points

2. Clinical Papers 35% X \_\_\_\_\_ (grade) = \_\_\_\_\_ points

Total points \_\_\_\_\_

Final Grade \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

Faculty \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 5.2

<b>Skill (taken from the Alliance for Clinical Education Nursing Skills Inventory)</b>	<b>Supplies including manikins' that support skill development</b>  (e.g., tympanic thermometer, Hoyer lift, insulin syringe, N-95 mask)
Communication skills	
<ul style="list-style-type: none"> <li>• Charting, reporting, therapeutic communication skills</li> </ul>	Docucare electronic medical record- every student, 91 computers in labs and in Health science building, high fidelity manikins that talk and respond- 5 adult, 2 moms, 4 peds, 1 baby 6 low fidelity manikins
Safety	
<ul style="list-style-type: none"> <li>• Utilizing Fall Prevention Devices</li> </ul>	Slide sheet-3, slide boards 4, Walkers 10, wheelchairs 8, shower chair 2, canes,8,gait belts 30, chair alarm 1, nonslip socks 20, crutches 10
<ul style="list-style-type: none"> <li>• Applying Restraints</li> </ul>	Wrist restraints 46, mitts 8, vest restraints 8,
<ul style="list-style-type: none"> <li>• Seizure precautions</li> </ul>	Suction canisters 15, airways 20, suction machines 38, ambu bags 40
Comfort	
<ul style="list-style-type: none"> <li>• Utilizing Non pharmacological Aids to Promote Comfort</li> </ul>	Heating pads 6, ice packs 8, pain balls 8
Pain Management	
<ul style="list-style-type: none"> <li>• Patient Controlled Analgesia</li> </ul>	PCA pumps 6, syringe pump 3
<ul style="list-style-type: none"> <li>• Epidural Analgesia</li> </ul>	Alaris pumps 18, spectrum pumps 6
Hygiene/ Environment	
<ul style="list-style-type: none"> <li>• Bathing</li> </ul>	Bath buckets 50, liquid soap 22, wash cloths 50, towels 50, washer and dryer 1, disposable chux-150
<ul style="list-style-type: none"> <li>• Perineal/ Foley Catheter Care</li> </ul>	Bedpans 8, perineal swabs 10, Foley kits- every student-150, penis and vaginal attachments 45, female catheters 15, graduated cylinders 40, straight catheters 6, Depends 50

<ul style="list-style-type: none"> <li>• Oral Hygiene/ Mouth Care</li> </ul>	Mouth swabs 150, toothbrushes, 38, floss, 10, lemon glycerine swabs, suction toothbrush 28, mouth wash 35, Yankauer 22
<ul style="list-style-type: none"> <li>• Patient Grooming (e.g., shampooing in bed, nail care; shaving)</li> </ul>	Razors 10, shave cream 4, manicure sticks 200, denture cups 12, combs 50
<ul style="list-style-type: none"> <li>• Bed making (occupied &amp; unoccupied)</li> </ul>	40 hospital beds, 80 full sets of linens and chux
Skin Care	
<ul style="list-style-type: none"> <li>• Pressure Ulcer care: risk assessment</li> </ul>	Ulcer assessment boxes 4, simulated wounds 60
<ul style="list-style-type: none"> <li>• Pressure Ulcer care: treatment</li> </ul>	Dressings- foam 15, calcium alginate 18, tegaderm 30, duoderm 12, Vaseline gauze 30, steri strips 30, 2x2 bandages, 40, 4x4 s 45, iodoform packing 15, band aids 200, wound cleaner 12, peroxide 45, .9% saline irrigation 20, stockinet 30, irrigation tray 40, kerlex 20, Heel protectors 20
Care of Prosthetic devices	
<ul style="list-style-type: none"> <li>• Care of Ear and Eye Protheses</li> </ul>	Hearing aids 2, glasses 6, assessment eyeballs 10
<ul style="list-style-type: none"> <li>• Limbs</li> </ul>	Prosthetic legs 2, prosthetic arms 3, stumps 6, Suture removal tray 45, staple remover trays 45, ace bandages 35
Vital Signs & Physical Assessment	
<ul style="list-style-type: none"> <li>• Vital Signs TPR</li> </ul>	Temp oral 25, temp tympanic 10, temp ear 8, Blood sugar machines 20
<ul style="list-style-type: none"> <li>• Blood pressure</li> </ul>	Stethoscope 60, BP cuff 30, x-large BP cuff 5, thigh cuff 8, peds BP cuffs 8 BP temp sat machines 14, high fidelity manikins 14
<ul style="list-style-type: none"> <li>• Oxygen saturation</li> </ul>	Sat machines 9, probes 30
<ul style="list-style-type: none"> <li>• Physical assessment</li> </ul>	PA kits 45, ophthalmoscope/ otoscope 20, goniometer 30, reflex hammer 30, penlights 50, tuning fork 60, eye chart 40
<ul style="list-style-type: none"> <li>• Lab diagnostics</li> </ul>	Urine specimen cups 200, blood culture bottle 30, urine dipsticks 200, blood tubes 1000, hemacult 500, ABG syringe 100, transfer device 300, angel wings, 50, needle holders 1000, IV arms to draw from 20
Oxygenation	

<ul style="list-style-type: none"> <li>Oxygen Therapy devices</li> </ul>	Airways 40, ambu bag and mask 30, nasal canula 200, NRB mask 100, simple mask 200, peds mask 25, nebulizers 15, inhalers 40, inhaler discs 30, O2 flow meter 50
<ul style="list-style-type: none"> <li>Chest Physiotherapy</li> </ul>	Incentive spirometers 30, peakflow meters 20
<ul style="list-style-type: none"> <li>Suctioning</li> </ul>	Suction machines 20, suction canisters and tubing 30, yankaus 50, trach suction catheters 200, trach care kits 200, ventilator tubing 10, trach masks 10, luki trap 12, ballard suction for vent tubing 10
<ul style="list-style-type: none"> <li>Tracheostomy &amp; endotracheal tube care</li> </ul>	Trach 3 of each size, ET tubes 3 of each size, laryngoscope 20
<ul style="list-style-type: none"> <li>Chest tube care</li> </ul>	CT clamps 8, Vaseline gauze 50, split dressing 50, pleurovac 22
Emergency Response	
<ul style="list-style-type: none"> <li>Cardio Pulmonary Resuscitation equipment</li> </ul>	10 kinds of emergency medication amps and 15 of each, 3 defibrillators, 7 fixed cardiac monitors and 8 portable cardiac monitors, EKG machine 2, CPR chests 15, CPR manikins 14, Ambu bags 40, cor cart 2, rhythm generator 3
Medications	
<ul style="list-style-type: none"> <li>Medication Preparation (ampules/ vials/ mixing/ measuring)</li> </ul>	Large ampules 50, med ampules 25, small ampules 50, solumedrol mixing vial 40, glass powder vials 10 kinds of 10 each, syringes 1000, blunt needles 1000, saline flushes 1000, medication carts 9
<ul style="list-style-type: none"> <li>Medication Administration (oral &amp; topical)</li> </ul>	113 different pills with 50 tablets each, nitro paste 10, cortisone 15, liquid meds 30, medication measuring cups 500, medication dropper 30, medication carts 10
<ul style="list-style-type: none"> <li>Medication administration (irrigations, instillations, inhalers, suppositories)</li> </ul>	Eye drops 5 kinds 10 of each, suppositories 150, enema bags 20, irrigation kits 30, inhalers 30
<ul style="list-style-type: none"> <li>Medication Administration (parenteral-intradermal; subcutaneous; IM, etc.)</li> </ul>	Insulin pens 125, 34 kinds of parenteral meds with 15 of each kind, 100 unnamed vials for IV meds

<ul style="list-style-type: none"> <li>Intravenous &amp; vascular access therapy aDHSing medications (gravity; intermittent infusion; bolus/ push)</li> </ul>	1L bags 100, 50 ml bag 50, maintenance IV tubing 50, piggyback tubing 50, 22 different antibiotics pre-labeled, IV catheters-300, Start kits 100, 20 extension tubing
Fluid Balance	
<ul style="list-style-type: none"> <li>Intravenous and Vascular Access Therapy- (initiating; regulating; changing; discontinuing; blood sampling)</li> </ul>	IV catheters 300, Start kits 100, 20 extension tubing,  ABG syringe 100, transfer device 300, angel wings 50, needle holders 1000, IV arms to draw from 20, blood tubes 1000, blood bags 10, ID bands 6, Blood tubing 30, Alaris IV pumps 18, Baxter pumps 6, IV poles 21
<ul style="list-style-type: none"> <li>Care of Central Venous</li> </ul>	Central line dressing kits 50, Mr chest for central lines and portacath access 4, IV ARMs for PICC lines 18
<ul style="list-style-type: none"> <li>Blood Therapy (transfusion) initiation; monitoring &amp; assisting</li> </ul>	Blood bags 10, ID bands 6, Blood tubing 30, Alaris IV pumps 18, Baxter Spectrum pumps 6, vital sign machines 6
Nutrition	
<ul style="list-style-type: none"> <li>Oral assessments; assistance devices; safety devices</li> </ul>	Tongue depressors 2000, denture cups 20, penlights 30, suction machines 20, suction canisters and tubing 30, yankaus 50
<ul style="list-style-type: none"> <li>Enteral Nutrition (intubation; feeding set up; monitoring; and G-tube site care)</li> </ul>	Kangaroo pumps 6, TF tubing 12, dobhof feeding tubes 4, NGs 20, NG bridal 3, gtube port 3, split dressing 50, swabs 100, wound cleaner 10
<ul style="list-style-type: none"> <li>Parenteral Nutrition (care &amp; monitoring)</li> </ul>	Alaris IV pumps 18, Baxter pumps 6, IV poles 21, TPN bags 20
Medication/Nutrition Pumps	Tube feeding pumps 6, TF tubing 40, syringe pumps 2, Alaris IV pumps 18, Baxter spectrum pumps 6
Elimination	
<ul style="list-style-type: none"> <li>Urinary Elimination (I &amp; O; catheters; irrigation; blaDHSer scans)</li> </ul>	Bedpans 8, perineal swabs 10, Foley kits-every student 150, penis and vaginal attachments 45, female catheters 15, graduated cylinders 40, straight catheters 6, Foley drain bags 10
<ul style="list-style-type: none"> <li>Bowel Elimination (enema; impaction; bedpan)</li> </ul>	Enema bucket 20, rectal tubes 6, bedpans 8, fleets enema 10

<ul style="list-style-type: none"> <li>Ostomy Care</li> </ul>	Ostomy wafers and bags 40, graduated cylinder 40, stoma powder 6, stoma paste 10
Mobility & Posture	
<ul style="list-style-type: none"> <li>Transfer and Positioning (lifts, boards, belts)</li> </ul>	Slide boards 4, walkers 8, crutches 10, chux 150
<ul style="list-style-type: none"> <li>Positioning in bed</li> </ul>	Pillows 50, heel protectors 10, elbow protectors 15
<ul style="list-style-type: none"> <li>Anti-emboli devices (stockings; sequential compression; arterial-venous impulse systems)</li> </ul>	Ted hose 40, SCDs 2 machines, 10 socks
<ul style="list-style-type: none"> <li>Ambulation devices (gait belt; crutches; walker; WC, etc)</li> </ul>	Gait belts 30, canes 8, chair alarm 1, nonslip socks 20, crutches 10, shower chair 4
Orthopedic Measures	
<ul style="list-style-type: none"> <li>Motion devices; traction; cold therapy; fixator/ pin care</li> </ul>	Bucks traction 4, hot/cold packs 40, heating pad 4, swabs 200 for pin care
<ul style="list-style-type: none"> <li>Specialty Beds/Support Surfaces</li> </ul>	Hospital beds 41, egg crate mattress 8
Infection Control	
<ul style="list-style-type: none"> <li>Personal protective equipment</li> </ul>	PPE full kits 20, biohazard bags 100, mask with shield 30, regular masks 150, goggles 30, OR shoe covers 20, OR caps 20, isolation gowns 10, gloves 1000 of each size
<ul style="list-style-type: none"> <li>Standard precautions</li> </ul>	PPE full kits 20, biohazard bags 100, mask with shield 30, regular masks 150, goggles 30, OR shoe covers 20, OR caps 20, isolation gowns 10, gloves 1000 of each size
<ul style="list-style-type: none"> <li>Use &amp; disposal of safety devices/ needles/ sharps/ linen/ waste</li> </ul>	Sharps box and wall holder 13 linen bags 10, hampers 10
<ul style="list-style-type: none"> <li>Isolation precautions</li> </ul>	PPE full kits 20, biohazard bags 100, mask with shield 30, regular masks 150, goggles 30, OR shoe covers 20, OR caps 20, isolation gowns 10, gloves 1000 of each size
<ul style="list-style-type: none"> <li>Sterile Technique</li> </ul>	3 Mr. chest for central lines  200 central line and PICC dressing kits, 150 sterile gloves of each size, sterile drapes 25
Surgical Care	
<ul style="list-style-type: none"> <li>Pre op care</li> </ul>	Incentive spirometers 20, nasal cannulas 20, SCD machines 2, ted hose 40, IV start kits 150

<ul style="list-style-type: none"> <li>Nasogastric Tube Care (irrigation; suctioning)</li> </ul>	NG tube 15, Lopez valve 15, Toomey syringe 20, pill crusher 8
<ul style="list-style-type: none"> <li>Dressings &amp; wound care</li> <li>Binders and Bandages</li> </ul>	Dressing: foam 15, calcium alginate 18, tegaderm 30, duoderm 12, Vaseline gauze 30, steri strips 30, 2x2 bandages 40, 4x4s 45, iodoform packing 15, band aids 200, wound cleaner 12, peroxide 45, .9% saline irrigation 20, stockinet 30, irrigation tray 40, kerlex 20, heel protectors 20
<ul style="list-style-type: none"> <li>Hot and Cold Therapies</li> </ul>	Hot/cold packs 40, heating pad 4
<ul style="list-style-type: none"> <li>Wound Care and Irrigations; maintenance of drainage systems; suture/ staple removal</li> </ul>	Irrigation kit 6, sutures 30, suture removal 45, staple remover 45, wound vacuum dressings' 8, wound cleaner 12
Obstetric Care	Sim mom 1, sim baby 1, isolet 1, warmer 1, fetal monitor 1, babies 20, cervix in a box 1, pelvis assessment 9
Pediatric Care	Peds high fidelity sim man 1, babies 20, peds BP cuff 4, peds NC 10, peds mask 20, peds stethoscopes 15
Specimen Collection (urine; stool; blood; nose-throat; gastric; wound; etc.)	Urine specimen cups 200, blood culture bottles 30, culturette swabs 200, dipsticks 200
Post-Mortem Care	Toe tags, coroner case paperwork, death checklist and donor phone number papers

**SYSTEMATIC PLAN of EVALUATION**  
**PROGRAM EVALUATION**  
**ACEN Standard or Program Outcomes or Student Learning Outcome**

<b>End-of-program Student Learning Outcomes and Program Outcomes</b>					
<b>Plan</b>			<b>Implementation</b>		
<b>Component</b>	<b>Assessment Methods</b>	<b>Expected Level of Achievement</b>	<b>Frequency of Assessment</b>	<b>Results of Data collection and Analysis (Including actual level of achievement)</b>	<b>Actions for Program Development, Maintenance, or Revision</b>
<b>ESLO #1 Professional Behavior</b>	1. Journals	1. 90% of students will receive a 90% or higher on journaling	1. Each spring	2016-2017- 96.80% (met) 2017-2018 97% (met) 2018-2019- no data	Maintain and continue to monitor. 2018-2019- No data as journals not separated from other assignments. (Will separate for next cohort)
	2. Clinical evaluation tool performance	2. ELA: 90% of students will receive a 90% or higher	2. NURS 106L (fall) NURS 172L (spring) NURS 117L (spring)	2016-2017-96.2% (met) 2017-2018-96.7% (met) 2018-2019- 97.5% (met)	Maintain and continue to monitor.
	3. Kaplan PN readiness test	3. 70% of students will receive at or above the norm.	3. End of each year (May)	2016-2017-72.9%- met (NORM 64%) 2017-2018- 71.3% -met (NORM 64) 2018-2019- 71.2 (not normed yet)	Maintain and continue to monitor.
	4. Care map	4. 90% of students receive a 90% or higher on care map	4. End spring semester	2016-2017 -96% (met) 2017-2018- 96% (met) 2018-2019 – 95% (met)	Maintain and continue to monitor.



<b>ESLO #3 Assessment</b>	1. DocuCare	1. ELA: 90% of students receive a 90% or higher on DocuCare charting	1. NURS 106L (fall), NURS 172L (spring), NURS 117L (spring)	2016—2017- 97% (met) 2017-2018- 95.33% (met) 2018-2019 -96.66%(met)	Maintain and continue to monitor. 2018-2019- Faculty will change to an online word document for charting. (need more hands on with charting without prompts)
	2. Clinical evaluation tool	2. ELA: 90% of students will receive a 90% or higher	2. NURS 106L (fall), NURS 172L (spring), NURS 117L (spring)	2016-2017- 94.6% (met) 2017-2018- 96.6% (met) 2018-2019 – 91.53% (met)	Maintain and continue to monitor.
	3. Kaplan PN readiness test	3. 70% of students will receive at or above the norm	3. End of each year (May)	2016-2017-77.5% -met (NORM 65%) 2017-2018- 76.2% - met (NORM 65%) 2018-2019- 75%- (NOT NORMED YET)	Maintain and continue to monitor.
	4. Care map	4. 90% of students receive a 90% or higher on care map	4. End spring semester	4. 2016-2017 -96% (met) 2017-2018- 96% (met) 2018-2019 – 95% (met)	Maintain and continue to monitor.
<b>ESLO #4 Planning</b>	1. DocuCare	1. ELA: 90% of students receive a 90% or higher on DocuCare charting	1. NURS 106L (fall), NURS 172L (spring), NURS 117L (spring)	2016—2017- 97% (met) 2017-2018- 95.33% (met) 2018-2019 -96.66%(met)	Maintain and continue to monitor. 2018-2019- Faculty will change to an online word document for charting. (need more hands on with charting without prompts)
	2. Clinical evaluation	2. ELA: 90% of students will receive a 90% or higher	2. NURS 106L (fall), NURS 172L (spring), NURS 117L (spring)	2016-2017-94.5% (met) 2017-2018- 95.13% (met) 2018-2019- 91.8%	Maintain and continue to monitor. 2017- Relook at course work for changes to improve students planning. ADHS activities to courses to help with this concept. Cont. to work on planning with

<b>ESLO #4 Planning (cont.)</b>	3. Kaplan PN readiness test	3. 70% of students will receive at or above the norm.	3. End of each year (May)	2016-2017-58.3%- not met (NORM 60%) 2017-2018- 61.3%- met (NORM 60%) 2018-2019- 60.8% (NOT NORMED YET)	activities and look at taking more than 1 patient.  Maintain and continue to monitor.
	4. Care map	4. 90% of students receive a 90% or higher on care map	4. End of spring semester	4. 2016-2017 -96% (met) 2017-2018- 96% (met) 2018-2019 – 95% (met)	Maintain and continue to monitor.
<b>ESLO #5 Caring Interventions</b>	1. Journaling	1. 90% of students will receive a 90% or higher on journaling	1. Spring each year	2016-2017- 96.80% (met) 2017-2018 97% (met) 2018-2019- no data	Maintain and continue to monitor. 2018-2019- No data as journals not separated from other assignments. (Will separate for next cohort)
	2. Clinical evaluation tool	2. ELA: 90% of students will receive a 90% or higher	2. NURS 106L (fall), NURS 172L (spring), NURS 117L (spring)	2016-2017-96.6% (met) 2017-2018-98.46% (met) 2018-2019 – 95.86% (met)	Maintain and continue to monitor.
	3. Kaplan PN readiness test	3. 70% of students will receive at or above the norm.	3. End of each year (May)	2016-2017-77.8%- met (NORM 70%) 2017-2018- 75.5%-met (NORM 70%) 2018-2019- 76.3% (NOT NORMED YET)	2018-2019- Meet in August with faculty discuss the drop in meeting SLO. (SLO met but lower than other years)  Maintain and continue to monitor.

<b>ESLO #6 Managing</b>	1. DocuCare	1. ELA: 90% of students receive a 90% or higher on DocuCare charting	1. NURS 106L (fall), NURS 172L (spring), NURS 117L (spring)	2016—2017- 97% (met) 2017-2018- 95.33% (met) 2018-2019 -96.66%(met)	Maintain and continue to monitor. 2018-2019- Faculty will change to an online word document for charting. (need more hands on with charting without prompts)
	2. Clinical evaluation tool	2. ELA: 90% of students will receive a 90% or higher	2. NURS 106L (fall), NURS 172L (spring), NURS 117L (spring)	2016-2017- 94.75% (met) 2017-2018-97.33% (met) 2018-2019 -92.06% (met)	Maintain and continue to monitor.
	3. Kaplan PN readiness test	3. 70% of students will receive at or above the norm.	3. End of each year (May)	2016-2017- 76.45%- met (NORM 69%) 2017-2018- 73.2%- met (NORM 69%) 2018-2019- 74.85% (NOT NORMED YET)	2018-2019- Meet in August with faculty discuss the drop in meeting SLO. (SLO met but lower than other years)  Maintain and continue to monitor.
	4. Journaling	4. 90% of students will receive a 90% or higher on journaling	4. Spring each year	2016-2017- 96.80% (met) 2017-2018 97% (met) 2018-2019- no data	2018-2019- No data as journals not separated from other assignments. (Will separate for next cohort)
	5. Care map	5. 90% of students receive a 90% or higher on care map	5. End of spring semester	5. 2016-2017 -96% (met) 2017-2018- 96% (met) 2018-2019 – 95% (met)	Maintain and continue to monitor.
<b>Licensure Exam Pass Rate</b>	1. NCLEX PN state report	1. 80% of students will pass the NCLEX PN on the first attempt.	1. Annually	2016-2017-28/29 96.55% 2017-2018 30/32 who have tested 93.75 % (met) 2018-2019- (no results yet)	Maintain and continue to monitor.

<b>Program Completion Rate</b>	1. Review of records	1. 90% of students who enter the program will complete the program in 150% of the time from entrance of the program	1. Annually	2016-2017- 29/33 88% completion rate 2017-2018- 32/32- 100% completion rate 2018-2019- 100% completion rate	Maintain and continue to monitor. If completion rates would drop will look for trends.
<b>Job Placement Rate</b>		90% of graduates will be employed Part-time or full-time		2016-2017-90% 2017-2018- 93.33% 2018-2019- no data yet	Maintain and continue to monitor. If job rate drops will contact employer's and graduates