



Faculty Handbook

2022 - 2023

Includes college assembly approved graduate program edits.

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Section I

Introduction

The faculty handbook supplements the colleague handbook of HSHS St. John's Hospital, St. John's College - Department of Nursing catalog and student handbook. It is intended to serve as a guide to new members of the faculty and as a source of reference for all faculty. It is a means whereby responsibilities and relationships can be readily established and/or clarified. Those policies published in the St. John's colleague handbook shall apply to faculty with those exceptions noted herein which apply exclusively to the employees covered within this handbook of faculty policies.

Policies and procedures which are properly approved and promulgated by St. John's administration, departmental directives and decisions of the college board after the printing of this handbook, will take precedence over what follows.

The college is approved by the Illinois Board of Higher Education and the Illinois Department of Professional Regulation to grant the baccalaureate and master's degree in nursing. It is also approved by the State Agency for Veterans' Benefits for the Montgomery G.I. Bill.

St. John's College is accredited to grant the baccalaureate and master's degree in nursing by The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413 (312) 263-0456. The baccalaureate and master's nursing program are accredited with the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850. Atlanta, GA 30326, (404) 975-5000, <http://www.acenursing.org>

Mission Statement

St. John's College is a Catholic institution of higher education dedicated to providing quality nursing and professional health degrees and programs consistent with the Hospital Sisters of St. Francis' tradition that fosters the learner's spiritual, ethical and professional development.

The college is a special focus institution of higher learning offering undergraduate and graduate academic programs in the nursing major.

In association with the Hospital Sisters, the college values moral and spiritual development of the individual as well as intellectual and professional growth. Students who have successfully completed a pre-professional, liberal arts component at another college or university or prior appropriate academic degree are admitted regardless of race, color, religion, sex, national origin, ancestry, age, marital status, disability or veteran status.

Purpose

The purpose of St. John's College is to educate students who provide competent, caring, client-centered professional services for a diverse population. The college provides an environment conducive to the

intellectual, social, moral, spiritual and life-long professional development of graduates who can participate as citizens in this democratic society. The college engages in service and scholarship which advances the discipline of nursing and the provision of health care.

Vision Statement

St. John's College educates nurses and health professionals for innovative practice excellence and values-based leadership.

Values, Purpose and Philosophy

Values

St. John's College mission and vision are based on the following core values infused into all aspects of the college and consistent with the Hospital Sisters healing ministry.

Care: Includes wholism and stewardship

Competence: Includes innovation, leadership and life-long learning

Joy: Includes spiritual growth

Respect: Includes justice

The educational philosophy of St. John's College is based on the premise that all human beings are created in God's image and therefore possess intrinsic value and dignity. We believe nursing education fosters the development of graduates who value life-long learning and facilitates personal and professional leadership abilities enabling St. John's College graduates to affect positive change serving diverse communities.

Program Goals

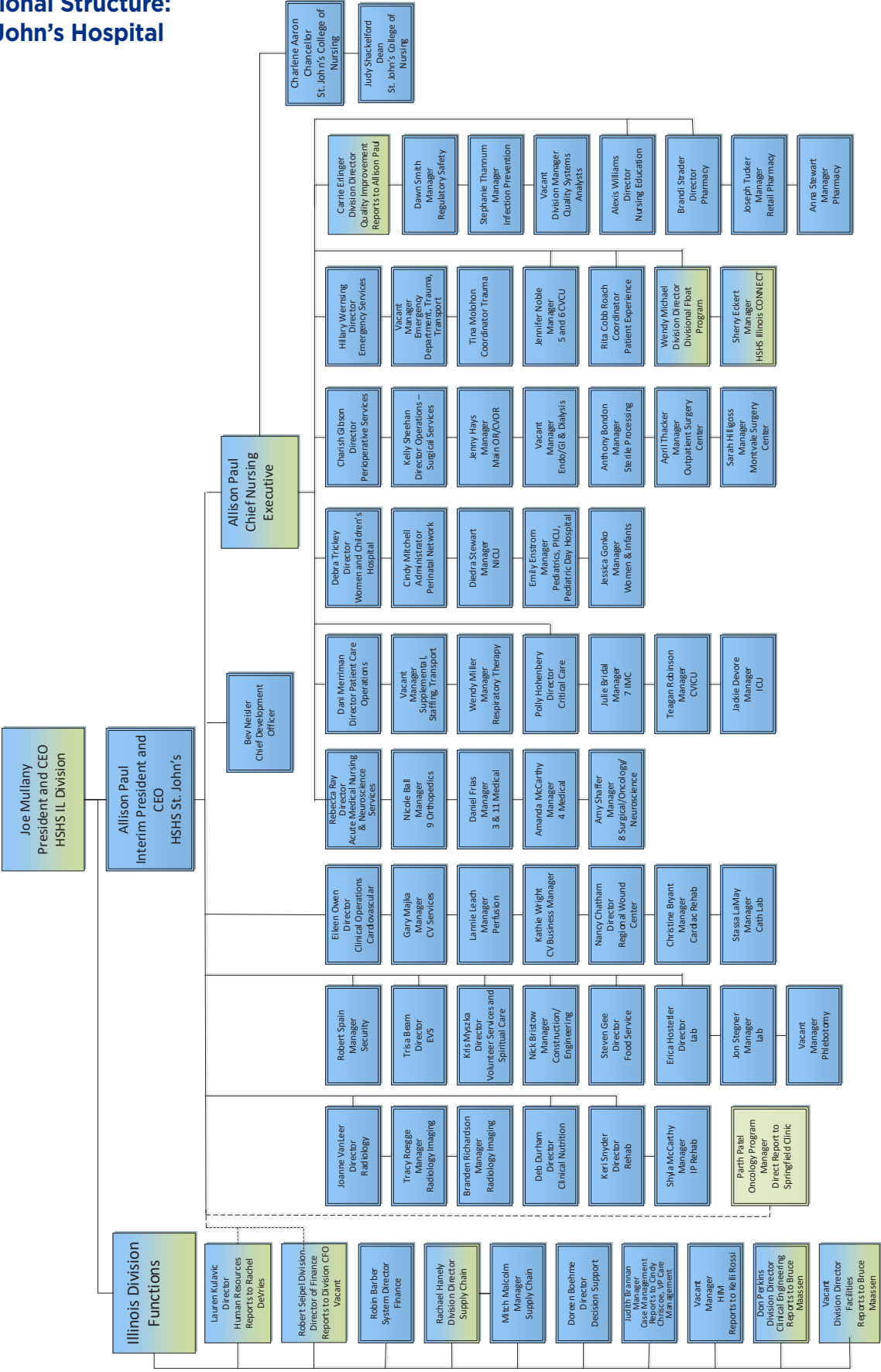
Baccalaureate program goals:

1. Prepare caring graduates to function as generalists in a variety of health care settings serving diverse populations.
2. Foster the development of graduates who value lifelong learning and are prepared for graduate education.
3. Facilitate personal and professional development enabling the graduate to contribute to the community.

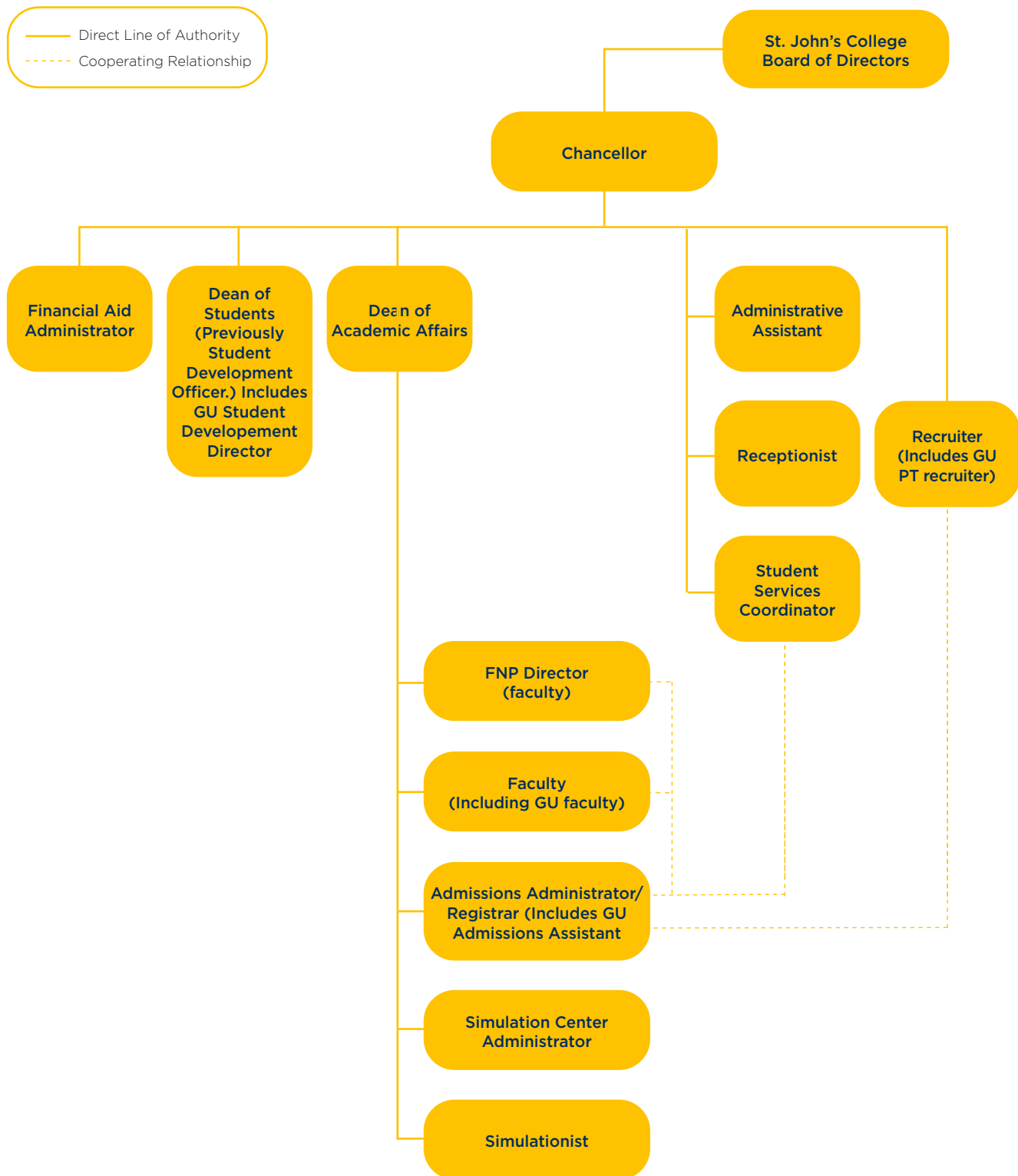
Master's program goals:

1. Prepare caring graduates to function in advanced nursing practice roles, including family nurse practitioner and nursing administrator, in a variety of health care settings serving diverse populations.
2. Foster the development of graduates who value lifelong learning and are prepared for doctoral education, including the DNP and PhD.
3. Facilitate personal and professional leadership development enabling the graduate to lead positive change within the community.

Organizational Structure:
HSHS St. John's Hospital



Organizational Structure: St. John's College of Nursing



Financial Support, Facilities and Records

Budget

The budget development process in the college will be formalized with the college board since this body retains ultimate responsibility for approval of the budget. The board work with college administration to determine the timetable, forms to be used, budget categories, etc. However, it is anticipated that the budget process in the college will mirror that of St. John's Hospital since a significant portion of the financial support will continue to be provided by this institution. The hospital board has a commitment to financially support the college and fulfill that pledge.

The development process begins with the college administration who has ultimate responsibility for preparing a proposed budget for submission to the finance committee of the board. The faculty provides input to the budget by submitting requests for materials or support services. All requests are considered in relationship to the mission of the college, strategic plan and the annual goals established with the faculty, administration and college board. The outcomes of this consideration are the initial capital and maintenance budget requests which the finance committee of the college board reviews. Following the committee review and modification, the budget will be presented to the full college board for evaluation, modification and final acceptance.

Even though the college has the full financial support of the hospital, all reasonable efforts to seek external funding from other sources will be explored.

Administrative Policy

Operational Grants

The college of nursing, working with the finance department of St. John's Hospital, will apply for, acknowledge the receipt of grants, monitor grant income and expenditures and routinely report progress on accomplishing the goals and objectives of the grant.

Proposals for grants and funds for projects and special purposes may be initiated by administration, the faculty, students or staff. All grant proposals are reviewed internally by the finance department and by involved parties before submission. When appropriate grant proposals will be reviewed and approved by an internal research review board.

Each grant received will have an identified principal investigator or manager who will be responsible for monitoring the budget, justifying variations in projected expenditures and income and who will report on the performance of the grant.

Each grant received will be listed under the account 8221 and will be assigned a designated project number.

All income, revenue and expenditures for the designated project will be accounted for in this designated project number.

The report of the account income and expenditures will be included in the regular budget performance progress reports monthly to allow review, monitoring and updating the project budget.

The college chancellor, working with the designated finance officer, is responsible for making sure that the grant or operational account funded by external sources is posted, monitored and that any divergence from the projected budget is evaluated and explained to the college board and to those monitoring the college's financial performance.

Section II

College Governance Bylaws

Article I

Title

The title of this organization shall be the college assembly.

Article II

Purpose and Function

Section 1. Purposes

This organization exists for:

- A. Fulfilling the mission and purposes of St. John's College.
- B. Providing faculty, professional staff, and students with the opportunity to participate in the development, implementation and evaluation of all aspects of the educational program.
- C. Maintaining open lines of communication between faculty, professional staff, students, departments and administration regarding issues facing the institution.
- D. Promoting faculty, professional staff and student development

Section 2. Functions

The functions of this organization shall include the following:

- A. Develop and maintain program philosophy and goals which promote attainment of the mission of the college.
- B. Implement and evaluate policies, procedures and programs required for attainment of the goals of the college and make recommendations for change to the college board.
- C. Develop, implement and evaluate the bylaws which govern the activities of the college assembly and standing committees of the faculty.
- D. Establish a liaison between faculty, staff, administration and student organizations.
- E. Receive reports regarding the selection, promotion and evaluation of faculty members.
- F. Stimulate faculty development and participation in scholarly/research processes.
- G. Assist in the budget process to ensure efficient and effective acquisition, use and evaluation of financial, human and material resources.
- H. Make recommendations to and act on recommendations from students, administration, standing committees and the college board.
- I. Receive reports regarding the planning, implementation and evaluation of the programs of the college including the educational program, the faculty development program and the student development program.
- J. Monitor recruitment, selection, admission, promotion and graduation of students.
- K. Institute mechanisms to ensure student and faculty rights and responsibilities are upheld in the development and implementation of policies and procedures.

Article III

Membership

Section 1. Active Membership

Chancellor
Dean of academic affairs
Faculty who hold academic rank
Student services coordinator
Student development officer
Admissions officer/registrar
Financial aid and compliance officer

Section 2. Passive Membership

Adjunct faculty
Simulation lab coordinator
Secretarial colleagues
Occupational health services nurse
Lecturers
Librarian
Others as invited

Section 3. Faculty appointments to committees

Shall be reviewed every two years. Faculty may submit requests for committee assignments to the college assembly chairperson.

Section 4. Subcommittees

May be appointed from time to time to deal with special projects and/or situations. The college assembly and all standing committees may appoint subcommittees. All activities of a subcommittee will be reported in full to the committee of origin

Article IV

Officers

Section 1.

The college assembly executive committee members shall set the agenda for monthly college assembly meetings. The college assembly executive members shall be:

Chancellor is the chief executive officer of the college and chief officer of the college assembly and will function as the liaison between the college assembly and the college board.

Chairperson of the college assembly is an elected faculty member with active membership serving for one academic year.

Vice chairperson of the college assembly, an elected faculty member with active membership, elected by faculty holding active membership serving in this role for one academic year and assuming the duties of the chairperson the following academic year. During the first year the vice chairperson will assume the duties of college assembly recording secretary and responsibility for assuring all materials and minutes for the college assembly meetings are tracked and assembled electronically in an organized and retrievable manner.

The chancellor and the dean of academic affairs will meet on a regular basis with the executive members to set the agenda for each regular and called college assembly meeting.

Section 2. Functions of the chairperson

- A. Lead meetings of the college assembly.
- B. Prepare and disseminate an agenda for each meeting.
- C. In consultation with the chancellor and dean of academic affairs, appoint all standing and special committee members within the confines of these bylaws.
- D. In consultation with the chancellor and dean of academic affairs, call special meetings.
- E. Serve as needed in an ex-officio capacity as a member of other committees.
- F. Prepare an annual report of the activities of the college assembly.

Section 3. Functions of the vice chairperson

- A. Assume responsibilities of the chairperson in his/her absence.
- B. Carry out other duties as delegated by the chairperson.
- C. Assume the functions of the chairperson at the end of the one-year term.

Article V

Meetings

Section 1.

The college assembly shall meet at least quarterly during the academic year.

Section 2.

Special meetings may be called at any time by the chairperson, chancellor or by request of a majority of the membership. Notice of special meetings shall be given to all members at least two working days in advance of the date.

Section 3.

The annual meeting shall be in May. Reports of all standing committees will be completed prior to the annual meeting.

Section 4.

A quorum must be present to take any final actions.

Article VI

Voting Privileges

Section 1.

All active members of the college assembly and standing committees of the faculty shall have the power to vote. All persons appointed to committees shall be presumed to have active membership unless otherwise stated in these bylaws.

Section 2.

Passive members shall not have the power to vote, but do have the right of participation.

Article VII

Standing Committees of the College

Section 1.

Standing committees shall carry out duties as specified in these bylaws and other duties as assigned by the college assembly. The standing committees of the college are:

- The academic affairs committee
- The faculty affairs committee

- The student affairs committee
- The research and evaluation committee

Section 2.

The members of standing committees shall be appointed by the executive officers in consultation with the chancellor and dean of academic affairs of the college in accordance with these bylaws.

Section 3. Officers of standing committees

- A. The officers of each standing committee shall be the chairperson and secretary.
- B. The chairperson shall be elected from the membership of the committee and shall serve for two academic years unless otherwise noted in these bylaws. Secretarial duties are rotated among the membership.
- C. The functions of the chairperson shall be to:
 1. Preside at all meetings.
 2. Prepare and disseminate the agenda for each meeting.
 3. Call special meetings.
 4. Appoint members to subcommittees.
 5. Report on the activities and recommendations of the committee at the next scheduled college assembly meeting.
 6. Prepare an annual report on committee activities to be presented at the annual meeting of the college assembly.
- D. The functions of the secretary shall be to:
 1. Record the minutes and attendance at all meetings.
 2. Submit an electronically signed copy of minutes and committee action cover sheet to the administrative secretary to assure one copy is preserved in the college's permanent file, one is sent to the chairperson, and one is made available to the membership.

Section 4.

Students shall have active membership in selected standing committees of the faculty but will be excused from discussion and vote on issues that involve review of records, disciplinary procedures and other confidential issues concerning students or faculty.

Section 5. Academic affairs committee

- A. The purpose of the academic affairs committee is to:
 1. Review policies and recommend changes related to the academic programs in alignment with the college's mission, philosophy, outcomes, resources and strategic plan to optimize student learning.
 2. Provide evaluative guidance to ensure the curricula are sound, comprehensive and responsive to students, stakeholders, the community and accrediting bodies.
 3. Support an environment and curriculum that assist students to achieve their educational goals.
- B. The functions of the academic affairs committee are to:
 1. Foster congruency with established course credit to course rigor.
 2. Oversee maintenance of internal consistency of new and on-going programs of study.
 3. Monitor and disseminate accreditation and standard changes as they relate to curricula.
 4. Review and recommend standards and policies regarding student preparation for admission, retention and progression for academic success based on measurable criteria.
 5. Yearly review for approval of the student catalogue for concurrence with approved academic changes.

6. Collaborate with course faculty to define course objectives and organize learning experiences to maximize student learning outcomes.
 7. Collaborate with research and evaluation committee to analyze performance data related to student outcomes.
 8. Preserve student's rights and obligations under St. John's College grievance procedure as listed in the student handbook.
 9. Review academic violations forwarded to academic affairs committee and implement due process which may include disciplinary actions.
 10. Assist in leadership development of student representatives by encouraging active participation in the college curricula.
 11. Bring forward student body issues to the committee and offer feedback when requested.
 12. Disseminate changes through college assembly.
- C. The membership of the academic affairs committee shall be:
1. Dean of academic affairs
 2. At least five faculty members with at least two faculty members representing the undergraduate program and at least two faculty members representing the graduate program
 3. Chairs will be elected to a two-year term. In the third year, the outgoing chair will serve as a consultant for the newly appointed chair.
 4. Students. One student representing each degree program: nursing prelicensure, RN-BSN and graduate.
- D. Meetings shall be held at least twice a semester and as necessary.

Section 6. Student affairs committee

- A. The purpose of the student affairs committee is to:
1. Review and recommend changes to policies related to the selection, admission, development, promotion and graduation of students.
 2. Disseminate college policies to students and faculty.
 3. Encourage student activities that promote cohesion among faculty and students.
 4. Monitor implementation of services which meet student needs in accordance with the mission, philosophy, outcomes, resources and strategic plan of the college.
 5. Promote positive relations with the student body to sustain the rich alumni legacy of St. John's College.
- B. The functions of the student affairs committee are to:
1. Update the student publications annually for faculty and students.
 2. Bring issues to the college assembly for discussion and sharing information.
 3. Participate in the student recruitment program.
 4. Review social violations forwarded to student affairs committee and implement due process which may include disciplinary actions.
 5. Conduct evaluative studies on the preservation of student rights, the efficacy of student policies and the adequacy of student life.
 6. Make recommendations to the college assembly for revision of student policies and/or services.
- C. The membership of the student affairs committee is:
1. Two faculty members
 2. Student representatives. One student representing each degree program: nursing prelicensure, RN-BSN and graduate.

3. The student development officer
4. The admissions officer/registrar
5. The financial aid and compliance officer.
6. Chairs will be elected to a two-year term. In the third year, the outgoing chair will serve as a consultant for the newly appointed chair.
 - A. Meetings shall be held at least twice a semester and as necessary.

Section 7. Faculty affairs committee

- A. The purpose of the faculty affairs committee is to:
1. Promote mission integration and assimilation for new faculty.
 2. Review policies and recommend changes related to faculty in alignment with the college's mission, philosophy, objectives, outcomes, resources and strategic plan of the college.
 3. Facilitate in the development and planning of continuing education programs supporting the role of faculty.
 4. Serve as resource persons to faculty concerning policies and procedures which impact their practice as nurse educators.
- B. The functions of the faculty affairs committee are to:
1. Plan, implement and evaluate annual educational programs of the equivalent of one day based on expressed needs of the faculty.
 2. Collaborate with administration to update and disseminate the faculty handbook.
 3. Develop programs for faculty orientation/mentoring throughout the college in collaboration with administration.
 4. Participate in the recruitment and interviewing of potential faculty and make recommendations for hiring to administration.
 5. Review faculties' submitted portfolio for promotion and provide recommendations for promotion based on established criteria.
 6. Interpret the selection and promotion policies for faculty members and provide education for new faculty on the selection and promotion process.
 7. Bring issues to the college assembly for discussion and sharing information.
 8. Promote team building activities within the college and with our partners.
- C. The membership of the faculty affairs committee shall be:
1. At least three faculty members.
 2. Chairs will be elected to a two-year term. In the third year, the outgoing chair will serve as a consultant for the newly appointed chair.
 3. At least three faculty members representing each rank and program will be selected to form a selection and promotion sub-committee.
- During the interview process, additional faculty may be utilized to evaluate interviewee's expertise. Membership adjustments may also be made as necessary.
- D. Meetings shall be held at least twice a semester and as necessary.

Section 8. Research and evaluation committee

- A. The purpose of the research and evaluation committee is to:
1. Plan, implement and update an evaluation plan for the college and its programs to assure the mission, purposes, and strategic plan of the college are being met.
 2. Stimulate and support faculty research and scholarly efforts.
 3. Review and make recommendations regarding any or all proposed scholarly activities and research involving the college.

- B. The functions of the research and evaluation committee are to:
 - 1. Oversee all activities mandated by the systematic evaluation.
 - 2. Keep faculty and administration informed about ongoing systematic plan for evaluation (SPE) studies and research involving the college.
 - 3. Maintain a file of all assessment studies completed and follow the recommendations for change to their conclusion.
 - 4. Evaluate the overall SPE and make needed changes in collaboration with college committees and administration to assure ongoing assessment and evaluation of student learning, program outcomes and accreditation standards.
 - 5. Evaluate SPE for validity, currency, effectiveness, efficiency and timeliness of data collection.
 - 6. Survey faculty annually for their proposed scholarly/research activities and topics and their needs for support.
 - 7. Review and make recommendations regarding internal funding for faculty scholarly projects.
 - 8. Bring issues to the college assembly for discussion and sharing information.
- C. The membership of the research and evaluation committee shall be:
 - 1. At least two faculty members.
Chairs will be elected to a two-year term. In the third year, the outgoing chair will serve as a consultant for the newly appointed chair.
 - 2. The chancellor
 - 3. Dean of academic affairs
- D. Meetings shall be held at least twice a semester and as necessary.

Article VIII

Quorum

A simple majority of the active members shall constitute a quorum at any meeting.

Article IX

Parliamentary Authority

The rules contained in Robert's Rules of Order Newly Revised shall govern the meetings of this organization in all cases to which they apply and in which they do not conflict with these Bylaws.

Article X

Amendments

These bylaws may be amended at any annual or regular meeting of the college assembly by a majority of the members voting, provided the amendments are made available to all faculty for review at least two weeks prior to the vote.

Updated 05/10/90; 05/14/90; 06/18/91; 9/17/93; 11/7/94;
9/6/96; 4/18/98; 4/16/99; 9/24/99; 10/01; 4/11/8/12; 7/28/14; 9/15; 10/15
I:\College_Staff and Faculty\College_Policies_bylaws\College by-
laws\Revision 2015

Section III

Position Descriptions

Core Values

Respect

Franciscan respect for life from conception to death and for the dignity of each individual person. Respect is a commitment to freeing and empowering each person to develop to his or her full potential.

Care

Embodies the concern, compassion and sensitivity with which we care for patients as individuals on a one-to-one basis. Depicts our way of dealing with patients, clients and colleagues. Many times, it is thought of as a bedside behavior, but it also belongs in business offices, cafeterias and boardrooms.

Competence

Means our work is performed, and our institutions are managed with the highest level of skill and ability. We are committed to recruiting and developing people who are competent in their work and whose values reflect our own. Our values are an integral part of our system's strategic plan, which provides the overall framework for local activities.

Joy

The manner in which our colleagues and all who join us in our ministry seek to perform their work – the internal fulfillment of caring for others. It is an essential ingredient in bringing a sense of hope to those who suffer.

Values Statement

In association with The Hospital Sisters of the Third Order of St. Francis, the college values moral and spiritual development of the individual as well as intellectual and professional growth. St. John's College mission and vision are based on Hospital Sisters' core values infused into all aspects of the college and consistent with the Hospital Sisters healing ministry.

Colleague Statement of Understanding

Position descriptions indicate the general nature and level of work performed by colleagues in each position. They are not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications of colleagues assigned to the positions. Variances in job duties may exist between facilities, and colleagues may perform other related duties as assigned to meet the needs of the organization. By signing the position description document, I acknowledge I have reviewed the position description for the above position. I understand the physical requirements and essential functions for this position in my facility.

I agree to comply with the system responsibility policies and all laws, rules, regulations and standards of conduct relating to my position. I understand my duty to report any suspected violations of the law or the standards of conduct to my leader.

I will strive to uphold the mission and vision of the organization. All colleagues are required to adhere to the values in all their interactions with patients, customers and fellow colleagues.

Professor

Academic position

Carries out those duties necessary for the ongoing implementation of a baccalaureate program in nursing which is consistent with the mission of the college including activities to maintain a qualified student body, a qualified faculty, and a nursing curriculum which meets accreditation standards. Provides coordinated clinical and classroom learning experiences for students. Responsible for adding to the body of knowledge through research and other scholarly endeavors, as well as assumption of a leadership role in professional organizations and community service projects.

Academic Competencies

- Participates in continuing education opportunities and maintains certifications, licensure as appropriate.
- Keeps all patient, student or colleague information confidential.
- Attends required in-services and meetings. Completes required mandatory competencies by deadline.
- Maintains ongoing communication and collaboration with team members.
- Possesses information, skill, and understanding of the work to be performed.
- Abides by all safety requirements including wearing of personal protective equipment (PPE) and demonstrating proper hand hygiene.
- Complies with all standards, policies and procedures including dress code, attendance and punctuality.

Essential Job Functions

- Assume a leadership role while working with faculty and administration in the development, implementation and evaluation of all aspects of the program including the philosophy, goals, curricular offerings and evaluation plan.
- Enhance the emotional, professional and personal growth of students and peers in keeping with a caring philosophy.
- Advise assigned students to enable them to negotiate the college environment toward successful acquisition of the degree.
- Work cooperatively with clerical staff, agency staff and faculty from other nursing programs.
- Maintain comprehensive and accurate records on assigned students in confidence when necessary and in cooperation with the secretarial support staff where appropriate.
- Assist in the development and control of the budget.
- Document ongoing personal and professional development and recognition at the local, state or national levels for contributions made to the profession and/or community.
- Promote development and implementation of the strategic long-range plan.
- Facilitate adequate and accurate communication with and between faculty, staff, parents and students.
- Seek leadership positions within the faculty, professional organizations and in the academic community at large.

- Conduct assigned tasks negotiated in the workload agreement including, but not limited to, classroom and/or clinical coursework, evaluation of student performance, committee work, public relations activities, development of materials for publication, presentations at local, state or national forums, research projects and/or other scholarly endeavors.
- Promote the advancement of knowledge and skills within the faculty through mentoring of lesser prepared faculty.
- Assume a leadership role in providing for the welfare of the community through a variety of service activities.
- Accept responsibility for leading faculty as they conduct evaluative studies related to the program in meeting the mandates of the mission statement and philosophy.
- Provide leadership in the development, implementation and evaluation of policies and procedures related to the functioning of the college/department of nursing.
- Willingly accept other duties as assigned.

Educational/Training Requirements

Doctorate required.

Educational requirements apply to any new hire after 6/1/2014. Incumbents are held to the education standard at time of hire and will be exempt from the above requirement and given credit for experience as long as they are able to demonstrate knowledge and ability to perform job duties based on the local entity's ongoing assessment of competency.

Experience

10 years post-secondary teaching required.

Ten years teaching experience at the baccalaureate in nursing degree level and five years in the rank of associate professor. In addition, a professor shall have demonstrated outstanding leadership in teaching with recognition for expertise in the subject matter. He/she shall have documented leadership in professional organizations, academic service and community service with recognition at the local, state or national level for these accomplishments.

Certificates, Licenses and Registrations

Licensure in the state of practice required.

Physical and Mental Requirements

Demonstrates physical agility, strength and endurance in a variety of settings. Must be able to transport medical and/or treatment equipment. Possess physical and mental capabilities. Must be capable of stooping, bending, stretching and lifting. Must possess manual dexterity to handle and manipulate equipment and appliances. May rotate different hours, shifts and/or assignments, as well as be called in during emergencies to provide adequate coverage. Must have ability to control emotions and maintain composure under stress, using tact and good judgment. Must be able to adjust to various personalities and situations.

Environmental Requirements

Occasional exposure to moderate environmental variations, above-normal noise levels and/or unpleasant substances. May be exposed to hazardous or potentially injurious elements or conditions. During the course of duties may occasionally be at risk for occupational exposure to chemicals for example disinfectants and soaps.

Associate Professor

Academic position

Carries out those duties necessary for the ongoing implementation of a baccalaureate program in nursing which is consistent with the mission of the college including activities to maintain a qualified student body, a qualified faculty and a nursing curriculum which meets accreditation standards. Inherent in the position is the necessity of providing coordinated clinical and classroom learning experiences for students. In addition, the associate professor has the responsibility for adding to the body of knowledge through research and other scholarly endeavors as well as assumption of a leadership role in professional organizations and community service projects.

Academic Competencies

- Participate in continuing education opportunities and maintains certifications, licensure as appropriate.
- Keep all patient, student or colleague information confidential.
- Attend required in-services and meetings.
- Complete required mandatory competencies by deadline.
- Maintain ongoing communication and collaboration with team members.
- Possess information, skill, and understanding of the work to be performed.
- Abide by all safety requirements including wearing of personal protective equipment (PPE) and demonstrating proper hand hygiene.
- Comply with all standards, policies and procedures including dress code, attendance and punctuality.

Essential Job Functions

- Assume a leadership role while working with faculty and administration in the development, implementation and evaluation of all aspects of the program including the philosophy, goals, curricular offerings and evaluation plan.
- Conduct assigned tasks negotiated in the workload agreement including but not limited to classroom and/or clinical coursework, evaluation of student performance, committee work, recruitment activities, research projects and/or other scholarly endeavors.
- Assist in development and implementation of the strategic long-range plan.
- Provide adequate and accurate communications with and between faculty, staff, parents and students.
- Seek chairmanship on faculty committees to facilitate the ongoing work of the faculty.
- Contribute to the welfare of the community through a variety of service activities in keeping with the mission of the college.
- Align work that focuses on and supports students in their academic career.
- Enhance the emotional, professional and personal growth of students and peers in keeping with a caring philosophy.
- Advise assigned students to enable them to negotiate the college environment toward successful acquisition of the degree.
- Work cooperatively with clerical staff, agency staff and faculty from other nursing programs.
- Maintain comprehensive and accurate records on assigned students in confidence when necessary and in cooperation with the secretarial support staff where appropriate.

- Participate in the development, implementation and evaluation of policies and procedures related to the functioning of the college/department of nursing.
- Assist in the development and control of the budget.
- Document ongoing personal and professional development and recognition at the local, state, or national levels for contributions made to the profession and/or community.
- Assists in the advancement of knowledge and skills within the faculty through mentoring.
- Accepts responsibility for leading faculty in educational assessment related to the program. Accepts other duties as assigned.

Educational/Training Requirements

Doctorate required.

Significant post graduate hours toward the doctorate may be considered. Educational requirements apply to any new hire after 6/1/2014. Incumbents are held to the education standard at time of hire and will be exempt from the above requirement and given credit for experience as long as they are able to demonstrate knowledge and ability to perform job duties based on the local entity's ongoing assessment of competency.

Experience

4 years post-secondary teaching required.

4 years assistant professor experience preferred.

Demonstrated leadership in teaching, service and scholarly endeavors. Documented leadership in professional organizations and community service with recognition at the local, state or national level.

Certificates, Licenses and Registrations

Licensure in the state of practice required.

Physical and Mental Requirements

Demonstrates physical agility, strength and endurance in a variety of settings. Must be able to transport medical and/or treatment equipment. Possess physical and mental capabilities. Must be capable of stooping, bending, stretching and lifting. Must possess manual dexterity to handle and manipulate equipment and appliances. May rotate different hours, shifts and/or assignments, as well as be called in during emergencies to provide adequate coverage. Must have ability to control emotions and maintain composure under stress, using tact and good judgment. Must be able to adjust to various personalities and situations.

Environmental Requirements

Occasional exposure to moderate environmental variations, above-normal noise levels and/or unpleasant substances. May be exposed to hazardous or potentially injurious elements or conditions. During the course of duties may occasionally be at risk for occupational exposure to chemicals for example disinfectants and soaps.

Assistant Professor

Academic position

Carries out those duties necessary for the ongoing implementation of a baccalaureate program in nursing which is consistent with the mission of the college. Is responsible for activities to maintain a qualified student body, a qualified faculty and a nursing curriculum which meets accreditation standards. Inherent in the position is the necessity of providing coordinated clinical and classroom learning experiences for students. Primary duty includes the performance of work requiring advanced knowledge, in a field of science or learning, and which requires the consistent exercise of discretion and judgment.

Academic Competencies

- Participate in continuing education opportunities and maintains certifications, licensure as appropriate.
- Keep all patient, student or colleague information confidential.
- Attend required in-services and meetings.
- Complete required mandatory competencies by deadline.
- Maintain ongoing communication and collaboration with team members.
- Possess information, skill, and understanding of the work to be performed.
- Abide by all safety requirements including wearing of personal protective equipment (PPE) and demonstrating proper hand hygiene.
- Comply with all standards, policies and procedures including dress code, attendance and punctuality.

Essential Job Functions

- Assume a leadership role while working with faculty and administration in the development, implementation and evaluation of all aspects of the program including the philosophy, goals, curricular offerings and evaluation plan.
- Conduct assigned tasks negotiated in the workload agreement including, but not limited to, classroom and/or clinical coursework, evaluation of student performance, committee work, recruitment activities, research projects and/or other scholarly endeavors.
- Assist in development and implementation of the strategic long-range plan.
- Provide adequate and accurate communications with and between faculty, staff, parents and students.
- Seek chairmanship on faculty committees to facilitate the ongoing work of the faculty.
- Assist in the orientation of newly hired faculty.
- Contribute to the welfare of the community through a variety of service activities in keeping with the mission of the college.
- Align work that focuses on and supports students in their academic career.
- Enhance the emotional, professional and personal growth of students and peers in keeping with a caring philosophy.
- Participate in evaluative studies related to the effectiveness and efficiency of the nursing program in meeting the mandates of the mission statement and philosophy.
- Advise assigned students to enable them to negotiate the college environment toward successful acquisition of the degree.
- Work cooperatively with clerical staff, agency staff and faculty from other nursing programs.

- Maintain comprehensive and accurate records on assigned students in confidence when necessary and in cooperation with the secretarial support staff where appropriate.
- Participate in the development, implementation and evaluation of policies and procedures related to the functioning of the college/department of nursing.
- Assist in the development and control of the budget.
- Document ongoing personal and professional development and recognition at the local, state or national levels for contributions made to the profession and/or community.
- Willingly accept other duties as assigned.

Educational/Training Requirements

Masters in nursing required.

Doctorate in nursing preferred.

Significant post graduate hours toward the doctorate may be considered. Educational requirements apply to any new hire after 6/1/2014. Incumbents are held to the education standard at time of hire and will be exempt from the above requirement and given credit for experience as long as they are able to demonstrate knowledge and ability to perform job duties based on the local entity's ongoing assessment of competency.

Experience

2 years clinical health care experience required.

2 years post-secondary teaching preferred.

3 years as a teacher/instructor preferred.

Demonstrated active involvement in teaching, service and scholarly endeavors. Documented participation in professional activities and community service. Well-developed communication and interpersonal skills are essential.

Certificates, Licenses and Registrations

Licensure in the state of practice required.

Physical and Mental Requirements

Demonstrates physical agility, strength and endurance in a variety of settings. Must be able to transport medical and/or treatment equipment. Possess physical and mental capabilities. Must be capable of stooping, bending, stretching and lifting. Must possess manual dexterity to handle and manipulate equipment and appliances. May rotate different hours, shifts and/or assignments, as well as be called in during emergencies to provide adequate coverage. Must have ability to control emotions and maintain composure under stress, using tact and good judgment. Must be able to adjust to various personalities and situations.

Environmental Requirements

Occasional exposure to moderate environmental variations, above-normal noise levels and/or unpleasant substances. May be exposed to hazardous or potentially injurious elements or conditions. During the course of duties may occasionally be at risk for occupational exposure to chemicals for example disinfectants and soaps.

Instructor

Academic position

Carries out those duties necessary for the ongoing implementation of a baccalaureate program in nursing which is consistent with the mission of the college. Includes activities to maintain a qualified student body, a qualified faculty and a nursing curriculum which meets accreditation standards. Provides coordinated clinical and classroom learning experiences for students.

Academic Competencies

- Participate in continuing education opportunities and maintains certifications, licensure as appropriate.
- Keep all patient, student or colleague information confidential.
- Attend required in-services and meetings.
- Complete required mandatory competencies by deadline.
- Maintain ongoing communication and collaboration with team members.
- Possess information, skill, and understanding of the work to be performed.
- Abide by all safety requirements including wearing of personal protective equipment (PPE) and demonstrating proper hand hygiene.
- Comply with all standards, policies and procedures including dress code, attendance and punctuality.

Essential Job Functions

- Conduct assigned tasks negotiated in the term contract including, but not limited to, classroom and/or clinical coursework, evaluation of student performance, recruitment activities, research projects and/or other scholarly endeavors. Uphold the tenets of the mission and philosophy of the college and department of nursing.
- Cooperate with faculty and administration in implementation of assigned aspects of the program.
- Work cooperatively with clerical staff, agency staff and faculty from other nursing programs.
- Advise assigned students to enable them to negotiate the college environment toward successful completion of the course.
- Enhance the emotional, professional and personal growth of students and peers in keeping with a caring philosophy.
- Maintain comprehensive and accurate records on assigned students in confidence when necessary and in cooperation with the secretarial support staff where appropriate.
- Provide adequate and accurate communications with and between faculty, staff, parents and students.
- Participate in implementation of all policies and procedures related to the functioning of the college/department of nursing.
- Willingly accept other duties as assigned.

Educational/Training Requirements

Masters in nursing required.

Educational requirements apply to any new hire after 6/1/2014. Incumbents are held to the education standard at time of hire and will be exempt from the above requirement and given credit for experience as long as they are able to demonstrate knowledge and ability to perform job duties based on the local entity's ongoing assessment of competency.

Experience

2 years nursing (RN) required.

Two years teaching experience at baccalaureate level preferred.

Well-developed communication and interpersonal relationship skills are essential. Per state law, nurse faculty must have two years clinical experience.

Certificates, Licenses and Registrations

Licensure in the state of practice required.

Physical and Mental Requirements

Demonstrates physical agility, strength and endurance in a variety of settings. Must be able to transport medical and/or treatment equipment. Possess physical and mental capabilities. Must be capable of stooping, bending, stretching and lifting. Must possess manual dexterity to handle and manipulate equipment and appliances. May rotate different hours, shifts and/or assignments, as well as be called in during emergencies to provide adequate coverage. Must have ability to control emotions and maintain composure under stress, using tact and good judgment. Must be able to adjust to various personalities and situations.

Environmental Requirements

Occasional exposure to moderate environmental variations, above-normal noise levels and/or unpleasant substances. May be exposed to hazardous or potentially injurious elements or conditions.

During the course of duties may occasionally be at risk for occupational exposure to chemicals for example disinfectants and soaps.

Family Nurse Practitioner Track Coordinator

The coordinator of the family nurse practitioner (FNP) track provides overall advanced practice nursing leadership and strategic student-centered program and operational direction to ensure program currency with professional standards, regulations, accreditation and certification of graduates within the Master of Science in Nursing Family Nurse Practitioner sequence. The coordinator is the primary clinical contact and is accountable for managing student clinical placements in the FNP sequence, as well as evaluation of student outcomes and progression through the FNP sequence. This individual works with other program faculty in the development and revision of graduate core and specialty courses. The coordinator reports to the dean of academic affairs.

Academic Competencies

- Participates in continuing education opportunities and maintains certifications and licensure as appropriate.
- Keeps all patient, student or colleague information confidential
- Attends required in-services and meetings
- Completes required mandatory competencies by deadline
- Maintains ongoing communication and collaboration with team members.
- Possesses information, skill, and understanding of the work to be performed.
- Abides by all safety requirements including wearing of personal protective equipment (PPE) and demonstrating proper hand hygiene.
- Complies with standards, policies and procedures including dress code, attendance and punctuality.

Essential Job Functions

- Incorporates understanding of higher education issues within oversight of the FNP program.
- Demonstrates Franciscan leadership and collaborative communication skills.
- Familiarity with state and national regulatory and accreditation standards for nurse practitioners.
- Ensures program currency with professional standards, regulations, accreditation and certification of graduates within the Master of Science in Nursing Family Nurse Practitioner sequence
- Recruits, supports and collaborates with the dean of academic affairs in the evaluation of faculty teaching in the FNP sequence
- Oversees the processes and decisions to ensure quality student standards for admission, registration, progression and retention.
- Coordinates the activities needed to ensure affiliation with clinical agencies for student experiences.
- Participates in the preparation and implementation of the operating budget.
- Develops and maintains community and educational partnerships regionally and nationally.
- Participates in college, community, and national professional activities.
- Serves in college assembly and serve on college committees as appropriate to college assembly bylaws.

Educational/Training Requirements

Master's or higher in nursing required.

Doctorate preferred.

Certification as a family nurse practitioner required.

Proof of national certification as an FNP in the program population-focused area required.

Experience

3 years advanced practice nursing required.

2 years graduate teaching and leadership preferred.

Certificates, Licenses and Registrations

Certified as a family nurse practitioner.

Licensure and credentialing as an FNP in the state of practice.

Physical and Mental Requirements

Requires use of good body mechanics to provide patient care. Performance of duties required standing and walking much of the shift. Must be able to lift, pull and push as needed when assisting with patient care and/or transfer and during transfer of equipment. Analytical, interpretive, critical thinking and supervisory skills. Must have ability to control emotions and maintain composure under stress, using tact, and good judgment. Must be able to adjust to various personalities and situations.

Environmental Requirements

Occasional exposure to moderate environmental variations, above-normal noise levels and/or unpleasant substances. May be exposed to hazardous or potentially injurious elements or conditions. During the course of duties may occasionally be at risk for occupational exposure to chemicals for example disinfectants and soaps.

Adjunct Faculty

Academic position

Carries out those duties necessary for the ongoing implementation of academic nursing programs which are consistent with the mission of the college including activities to maintain a qualified student body, a qualified faculty, and a nursing curriculum which meets accreditation standards. Inherent in the position is the necessity to cooperate with other academic faculty to provide coordinated clinical and classroom learning experiences for students. Performs work requiring a master's degree or higher in nursing or discipline appropriate to teaching nursing students.

Academic Competencies

- Participates in continuing education opportunities and maintains certifications and licensure as appropriate.
- Keeps all patient, student or colleague information confidential
- Attends required in-services and meetings.
- Completes required mandatory competencies by deadline.
- Maintains ongoing communication and collaboration with team members.
- Possesses information, skill, and understanding of the work to be performed.
- Abides by all safety requirements including wearing of personal protective equipment (PPE) and demonstrating proper hand hygiene.
- Complies with standards, policies and procedures including dress code, attendance and punctuality.

Essential Job Functions

- Conducts assigned tasks negotiated in the term contract including, but not limited to, classroom and/or clinical coursework, evaluation of student performance, recruitment activities, research projects and/or other scholarly endeavors. Upholds the tenets of the mission and philosophy of the college and department of nursing.
- Cooperates with faculty and administration in implementation of assigned aspects of the program.
- Enhances the emotional, professional and personal growth of students and peers in keeping with a caring philosophy.
- Works cooperatively with clerical staff, agency staff and faculty from other nursing programs.
- Advises assigned students to enable them to negotiate the college environment toward successful completion of the course.
- Provides adequate and accurate communications with and between faculty, staff, parents and students.
- Maintains comprehensive and accurate records on assigned students in confidence when necessary and in cooperation with the secretarial support staff where appropriate.
- Participates in implementation of all policies and procedures related to the functioning of the college/department of nursing.
- Willingly accepts other duties as assigned.

Educational/Training Requirements

Master's degree in a related discipline required.

Educational requirements apply to any new hire after 6/1/2014. Incumbents are held to the education standard at time of hire and will be exempt from the above requirement and given credit for experience if they are able to demonstrate knowledge and ability to perform job duties based on the local entity's ongoing assessment of competency.

Experience

2 years nursing (RN) required.

1 year post-secondary teaching preferred.

Previous teaching experience is preferred in higher education. Discipline appropriate to teaching content considered. Well-developed communication and interpersonal relationship skills are essential.

Certificates, Licenses and Registrations

Licensure in the state of practice required.

Physical and Mental Requirements

Demonstrates physical agility, strength and endurance in a variety of settings. Must be able to transport medical and/or treatment equipment. Possess physical and mental capabilities. Must be capable of stooping, bending, stretching and lifting. Must possess manual dexterity to handle and manipulate equipment and appliances. May rotate different hours, shifts and/or assignments, as well as be called in during emergencies to provide adequate coverage. Must have ability to control emotions and maintain composure under stress, using tact and good judgment. Must be able to adjust to various personalities and situations.

Environmental Requirements

Occasional exposure to moderate environmental variations, above-normal noise levels and/or unpleasant substances. May be exposed to hazardous or potentially injurious elements or conditions. During the course of duties may occasionally be at risk for occupational exposure to chemicals for example disinfectants and soaps.

Faculty Evaluation System

Philosophy of Faculty Evaluation System

All faculty have an on-going responsibility to develop skills, knowledge and practices related to their roles and responsibilities. Faculty should have the opportunity to enhance their performance through feedback and self-reflection. The assessment process should be flexible in assessment strategies, in alignment with system evaluation processes and responsive to faculty members' varying responsibilities, contributions and needs while responding to the mission and purposes of the college and the philosophy goals of the program and college strategic plan.

Goals of the Faculty Evaluation System

1. Facilitate continued improvement in the quality of instruction provided by faculty member to contribute to the fulfillment of the mission of the college.
2. To accurately reflect and recognize the complexity of the role, responsibilities and services provided by college faculty.
3. To provide accurate and timely feedback and guidance to faculty in support of ongoing improvements in teaching, scholarship and service, and to encourage professional development.
4. To provide evaluative information on which to base personnel decisions.
5. Provide a comprehensive, document record of faculty contributions in the areas of teaching, scholarship and service.
6. Encourage individual initiative and promote faculty growth and development.
7. Promote ongoing self-reflection.

Include information gathered from the faculty member, others (such as students and peers) and products of student.

Before the formal evaluation with the academic dean, the faculty member is to complete the faculty self-evaluation along with the faculty goals sheet. When completing the evaluation form, the documentation should be congruent with the faculty evaluation system.

Objectives

The appropriate position description and rank (found in the faculty handbook). Faculty will provide evidence to support their evaluations in the form of a portfolio, which will remain the property of the faculty. As the faculty evaluation system continues to evolve, faculty will may use electronic processes to submit the faculty self-evaluation and portfolio documents.

Definitions for Education

- Education is a life-long process of development that fosters values, knowledge and skills that are demonstrated through behaviors reflective of positive contributions to the profession and to society at large.
- Baccalaureate nursing education provides a broad foundation in the sciences and humanities to develop practitioners who can make critically reasoned decisions, care holistically, communicate effectively, practice professionally and become a contributing member of society. Baccalaureate educational processes in nursing foster a sense of professional identity, accountability and caring through the internalization of shared values, knowledge, attitudes

and skills. Baccalaureate education in nursing prepares graduates for effective, responsible leadership in a variety of practice settings within both the current and emerging nursing profession.

Baccalaureate graduates evaluate their nursing practice with consideration of current theoretical developments and research to produce evidenced based caring strategies. Baccalaureate graduates are practice generalists. Baccalaureate nursing education provides the foundation for advanced practice, specialization and research through graduate education. Master's education in nursing prepares nurses for flexible leadership and critical action within complex, changing systems, including health, educational, and organizational systems. Master's education equips nurses with valuable knowledge and skills to lead change, promote health and elevate care in various roles and settings (AACN Essentials of master's education in nursing, 2011). Our beliefs about human beings, society, education, health and nursing along with our commitment to the philosophy of caring are deeply rooted in our Christian values and Franciscan traditions. Christ demonstrated God's love for humankind through His teachings and His healing ministry. St. John's College of Nursing seeks to participate in this healing ministry as we educate generalist nurses at the baccalaureate level and master's level.

- Evidence-based teaching: The systematic, goal oriented, reflective practice of fostering student learning that is based on best evidence, scholarly inquiry and research in support of teaching effectiveness and learning outcomes
- Interprofessional education (IPE): Describes those occasions when two or more professional learn with, from and about each other to improve collaboration and the quality of care (CAIPE, 2005). It is an initiative to secure interprofessional learning and promote gains through interprofessional collaboration in professional practice (Freeth, Hammick, Reeves, Koppel and Barr, 2005).
- Learning: A persistent life-long process whereby individuals reflect upon new information and their lived experience to construct new meaning and understanding. To fully participate in the educational process the learner should exhibit intellectual curiosity, emotional commitment, openness to change and potential for gaining insight or changing perceptions within the cognitive, affective and psychomotor domains.
- Liberal education: The Association of American Colleges and Universities (AACandU), defines liberal education as one that intentionally fosters, across multiple fields of study, wide ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges (AACandU, 2007, p. 4)
- Teaching: A deliberate process that facilitates active learning so that the learner can develop patterns of understanding and a commitment to continued inquiry.
- Teaching/learning process: An active process and a respectful exchange of ideas between the student and the teacher and is based upon scholarly rigor and the pursuit of understanding.
- Scholarly inquiry: A motivated investigation that seeks to advance knowledge and understanding.
- Simulation: An activity that mimics the reality of a clinical environment and is designed to develop cognitive, affective and psychomotor skills through interaction learning.

Definitions for Scholarship

Scholarship is the active pursuit, application, and integration of knowledge.

Essential criteria for a scholarly project:

Scholarship is an expert and innovative professional activity that is disseminated and peer reviewed.

Clarifiers for criteria:

1. **Expert**
Refers to the background and skill (education and experience) needed to conceptualize, plan and carry out the activity.
2. **Innovative**
A new or creative way of looking at a problem or situation or adding to the body of knowledge (for example, replication).
3. **Professional activity**
Activity concerned with or within discipline of nursing.
4. **Disseminated**
Findings/plan/activity communicated to others within the profession or outside the profession as appropriate.
5. **Peer reviewed**
Findings/plan/activity is communicated to others within the profession so that there is an opportunity for feedback from those that have expertise in the area.

Definitions for Service

Service at St. John's College may include service to the college, professional service or community service. Service uses faculty expertise to address needs in any or all of these areas. This may be accomplished through a variety of endeavors including but not limited to, active participation in college committees and college life, active involvement in professional organizations, charitable activities or serving on boards. Inherent in all service activities are service to the profession and institution as well as the community at large. Over the course of a career, time and effort devoted to these activities may change to be consistent with variations in professional and institutional goals.

Annual Scholarship of Teaching Forum

Scholarship of Teaching Recognition Certificate Guidelines and Procedures

Purpose

The forum is intended to recognize individual faculty members who have established a record of teaching excellence. This recognition certificate is presented to a faculty member(s) who demonstrates teaching, evaluation or advisement strategies that are evidence-based or innovative and provide superior learning opportunities to students.

Eligibility

All clinical, lab and didactic faculty are eligible. Faculty are recognized for their excellence in teaching and their contributions to the teaching mission of the college. Any faculty member who is interested in receiving this certificate will present their teaching/learning strategies at the annual Scholarship of Teaching Forum sponsored by the St. John's College Faculty Affairs Committee.

Criteria

In general, teachers who embody the essence of the scholarship of teaching certificate will excel in several of the following areas:

1. Use of innovative or evidence-based instructional methods to support student learning.
2. Command of the subject matter and continuous growth in the field of study.
3. Ability to inspire in students independent/original thinking in small or large group settings.
4. Ability to organize course material and to present it cogently.
5. Ability to encourage intellectual interests in students and to stimulate them to creative work.
6. Enthusiasm and vitality in learning and teaching.
7. Service as a role model of professional nursing.
8. Effective advisement of students (an aspect of the teaching role).
9. Demonstrates integrity through fair and unbiased treatment of students.
10. Effective design and redesign of courses.

Evaluation

The certificate will be presented to the faculty member(s) who present at the scholarship of teaching forum and meet the above criteria, as well as meeting the following purposes for this recognition as follows:

- Stimulates active learning and encourages students to be critical thinkers with the capacity to be lifelong learners.
- Transforms and extends knowledge to higher level thinking
- Serves as a role model for students and colleagues
- Transmits passion for the content so that learners are inspired to continue to learn and to disseminate their own learned knowledge.
- Integrates theory and practice while preparing students for success in the nursing profession. Examples may include service learning, research or evidence-based practice projects or those involving problem-solving skill development.

Revised/Approved 2015 CA

Section IV

Faculty Policies

The principal responsibility of the faculty member is to teach in such a manner as to facilitate student achievement of the program outcomes. Inherent in this responsibility is the participation in setting academic policy and in the development, implementation, and evaluation of the curriculum. In addition, the faculty member shows involvement in professional, community service and scholarly endeavors. Those policies published in the HSHS St. John's Hospital Colleague Handbook shall apply to faculty with those exceptions noted herein which apply exclusively to the employees covered within this handbook of faculty policies.

Faculty Rights

The faculty member has the right to:

1. A thorough individualized orientation to the faculty role, the academic setting, the college and the community.
2. The ability to obtain teaching assignments commensurate with academic, clinical and work experience qualifications.
3. A workload that allows time to provide for personal growth in other areas of the faculty position.
4. A criteria-based performance evaluation which also recognizes personal and professional growth.
5. Academic freedom in the presentation and discussion of subject matter in accordance with the mission of the college and the program philosophy and goals.
6. Anticipate faculty appointment and promotion based on demonstrated qualifications and ability to perform the requisite responsibilities of the particular position.

Faculty Responsibilities

The faculty member has the responsibility to:

1. Support and uphold the college mission and program philosophy.
2. Conduct classroom and clinical teaching in an atmosphere of openness which encourages collaborative inquiry.
3. Advise students in the negotiation of the academic environment.
4. Safeguard against a biased and injudicious use of information acquired while teaching and advising students.
5. Evaluate students in a timely fashion according to fair and reasonable standards.
6. Maintain knowledge and expertise which incorporates current trends in nursing and education.
7. Fulfill professional obligations to the college, students, colleagues and community. The faculty of St. John's College shall consist of individuals who have full or part-time teaching responsibilities and hold academic rank.

The academic ranks of faculty at St. John's College shall be instructor, assistant professor, associate professor and professor.

A ranked faculty member:

- a. meets or exceeds the criteria for academic rank;
- b. may be employed full-time with teaching and other responsibilities equivalent to a full-time workload;
- c. may be employed part-time with teaching and other responsibilities.

Academic Rank

The qualifications for academic rank of instructor, assistant professor, associate professor and professor are as follows. Other qualifications or characteristics may enhance further a candidate for ranked faculty member.

Faculty Academic Rank and Essential Competencies

Instructor

Academic preparation

Master's in nursing

Experience

Minimum two years clinical experience.

Teaching experience at the baccalaureate level preferred.

Teaching

- Demonstrates the ability to utilize a variety of teaching strategies appropriate to learner's needs.
- Engages in self-reflection and continued learning to explore teaching strategies in educational theory and evidence-based teaching practices.
- Uses information technology skillfully to support the teaching-learning process. Participates in interprofessional collaboration initiatives.
- Participates in academic advisement and is familiar with college curriculum and other matters related to academic advisement.

Service

- Participates at an introductory level of responsibility in service to the college through committees and other assignments.

Scholarship

- Draws on current literature to utilize evidence-based teaching and evaluation practices.
- Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods and other aspects of the role.

Assistant Professor

Academic Preparation

Master's in nursing required.

Doctorate or course work toward doctorate preferred.

Experience

Two years teaching experience at the baccalaureate in nursing degree level.

Three years in the rank of Instructor.

Teaching

- Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content and context.
- Grounds teaching strategies in educational theory and evidence-based teaching practices and uses assessment and evaluation data to enhance the teaching-learning process.
- Uses information technologies skillfully including simulation to support the teaching-learning process. Helps to develop interprofessional collaboration opportunities.
- Identifies individual learning styles and unique learning needs

of multi-cultural and diverse learners to help meet learning outcomes.

- Engages in effective advisement and counseling strategies that help learners prepare for contemporary nursing practice.

Service

- Assumes a position of leadership in the college by serving as chair of committees and participates in assignments that promote college initiatives and goals.

Scholarship

- Draws on current literature to design evidence-based teaching and evaluation practices.
- Initiates scholarly or creative activity related to nursing and education.
- Designs and implements scholarly activities in an established area of expertise.

Associate Professor

Academic preparation

Doctorate

Experience

Four years teaching experience at the baccalaureate in nursing degree level.

Four years in the rank of assistant professor.

Teaching

- Models professional behaviors for faculty and learners including, but not limited to, involvement and leadership in professional organizations, engagement in lifelong learning activities and dissemination of information through publications and presentations as well as demonstration of advocacy.
- Demonstrates knowledge of curriculum development, including identifying program outcomes and implementing program assessment models that promote continuous quality improvement of all aspects of the program.
- Promotes innovative practices in educational environments and mentors and supports faculty colleagues. Designs, implements and assesses collaborative learning activities with multidisciplinary teams.
- Engages in effective advisement and counseling strategies that help learners prepare for contemporary nursing practice and lifelong learning.
- Integrates a long-term, innovative, and creative prospective into the nurse educator role.

Service

- Provides leadership in regional health care as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community as well as the community at large.

Scholarship

- Produces scholarly activities in an established area of expertise.
- Disseminates scholarly work to a variety of audiences through various means.

Professor

Academic preparation

Doctorate

Experience

Ten years teaching experience at the baccalaureate in nursing degree level.

Five years in the rank of associate professor.

Teaching

- Assumes leadership in curricular development and issues related to teaching improvements in the discipline and develops strategies to accomplish program outcomes.
- Serves as a mentor for associate professors, assistant professors and instructors.
- Demonstrates leadership in the student academic advisement process in collaboration with faculty and professional staff.
- Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues.

Service

- Assumes a leadership role in various levels of institutional governance and advocates for nursing education in the political arena.
- Participates in interdisciplinary efforts to address health care and educational needs locally, regionally, nationally or internationally.

Scholarship

- Develops networks, collaborations and partnerships to enhance nursing's influence within the academic community.
- Recognized for regional/national achievement in scholarly or creative activities related to nursing and education. Guides colleagues and students in scholarly or creative activities related to nursing and education.

Additional Faculty Titles

Adjunct Faculty

Appointed on an initial probationary part-time or per course basis and are employed under a term contract. This position does not confer voting membership on the college assembly nor does it lead to promotion to an academic rank.

Full-time Faculty

Assigned up to 24 credit hours of teaching or equivalent per academic year.

Part-time Faculty

Have assignments less than full-time faculty. Part-time faculty may negotiate committee responsibilities. Part-time faculty have voting privileges on college assembly.

Workload Policy

The faculty workload policy of St. John's College reflects the mission of the college as it pertains to teaching, service and scholarly endeavors. This policy is written as a means of identifying the services expected to be performed by the teaching staff and to help ensure fairness and equity in the distribution of assignments.

Given the ever-changing educational and economic demands, workload equity must first be assessed on the basis of the institutional needs in meeting these demands. The primary function of the college is to provide a quality professional nursing education and secondly to contribute to the general knowledge of the college community and the welfare of the community at large. In fulfilling these functions, workload is apportioned among the faculty taking into account the specific abilities, interests and needs of the individual faculty members.

A teaching workload for part-time faculty serving under a rolling contract is identified as anything less than 24 workload units per academic year or its equivalent. The part-time faculty member will serve on college assembly. Teaching, service and scholarly components of the total workload are adjusted to what is considered equitable for part-time employment. This determination is made at the time of evaluation and contract renewal.

Teaching assignments and faculty workload are determined on an annual basis each semester and at contract renewal. Adjustments in the workload as they relate to course responsibilities, committee assignments, curriculum projects, service, scholarly endeavors or research will be made as needed, according to the needs of the college. The components of the workload may be adjusted in accordance with faculty abilities, interests, and the needs of the college.

Faculty Workload

To quantify the work faculty members, accomplish in academia it is important to have a clear faculty workload policy. Faculty workload needs to be distributed in an equitable manner according to faculty mix as well as reflect contemporary workload policies. In order to ensure workload equity, clarify faculty expectations and prevent research constraint, St. John's college faculty selection and promotion committee established a faculty workload formula.

Teacher-Scholar:

Faculty members in the role of teacher-scholar hold a rank or responsibilities in which they are accountable and evaluated in scholarship productivity.

Full-time faculty workload for 10 months = 75% teaching (8-10 WU); 25% scholarship and service (2-4 WU) per semester.

Teacher-clinician:

Faculty members in the role of teacher-clinician hold rank or responsibilities in which they are accountable and evaluated in the area of teaching with minimal weight in the area of scholarship.

Full-time faculty workload for 10 months = 24 workload units (WU) per academic year divided among teaching, service and scholarship according to requirements of rank.

Workload Weights (WU) Per Semester

Didactic class	1 credit = 1 WU
Clinical with direct supervision	2 contact hour = 1 WU
Clinical with > 1 group of students	0.5 WU
Course with clinical utilizing a preceptor	Equivalent to credit hours allotted for course
Lab	2 contact hours = 1 WU
Clinical course chair	1 WU
Course chair of nonclinical course (with more than one section)	0.5 WU
Large course (> 60 students/ F2F, or >18 online students)	1 WU (if team taught WU divided among faculty)
Development of a completely new course	1 WU for every 1 semester credit hour of new theory
Advisement/student development	1 WU
Chair of governance committee	0.5 WU
Administrative or special assignment	Determined by dean
Scholarly work (instructor and assistant professor) <i>teaching service or scholarship including a defined project with timeline and goals</i>	Negotiable depending on scope
Enrollment in a doctoral program (making satisfactory progress)	Up to 1 WU per course for full-time faculty (to be negotiated with dean according to the needs of the college)
Enrollment in a doctoral program (making satisfactory progress)	Up to 1 WU per course for full-time faculty
DNP chair for up to 2 students per semester	0.5 WU
DNP chair for 3 - 4 students	1 WU per semester

Workload release for full time faculty enrolled in a practice doctoral program is limited to a maximum of two years. Workload release for full time faculty enrolled in a research doctoral program is limited to three years.

Faculty exceeding the standard workload will receive overload pay for workload units over the year's standard workload. Pay is calculated on a proportion to standard hours and 1,744 hours per academic year. For example, 24 workload units is equivalent to 1,744 hours. Summer pay is not considered overload pay.

Policy for Summer Scheduling and Compensation

Summer Scheduling

Summer course scheduling and compensation are subject to change in accordance with overall college needs, the availability of funds and curricular needs. Faculty members are not obligated to accept summer

teaching assignments, and the college is not obligated to make them available. Faculty assignments for summer teaching are not guaranteed and are subject to cancellation based on a variety of factors such as student enrollment numbers, availability of funds, and needs of the college.

To assure the best student experience and learning, faculty will be offered summer teaching assignments based on subject expertise and interest. In the case of multiple qualified faculty expressing interest, administration will determine teaching assignments based on factors such as the faculty member's annual performance appraisal and the best interests of the college.

Compensation Formula

Routine teaching and service workload during the academic year is 84 percent of a 12-month salary. Full-time workload during the summer is 16 percent of a 12-month salary. Summer assignments do not include college service, bringing the full-time summer workload equivalent to six teaching workload units. Faculty teaching six workload units during the summer earn the equivalent of a 12-month salary at their true rate of pay.

Workload over the six units or under the six units is calculated at the faculty member's true rate of pay. Faculty are classified exempt salaried colleagues and do not receive premium or overtime pay.

For faculty who choose to have their salary spread over the 12 months, their pay advice reflects a modified hourly rate of pay. To calculate a faculty member's true rate of pay, the following formula is used:

- $\$25.00 (2,080) / 1,744 = \29.82 per hour is the faculty member's true rate of pay
- $2,080 = 40 \text{ hours} \times 52 \text{ weeks in the year}$
 $1,744 = \text{number of hours faculty are paid in 10 months}$

The following are examples of summer salary compensation calculation:

1. Teaching a full-time summer workload at 336 hours \times (29.82 true rate of pay) = 10,019.52 summer salary
 - $2,080 - 1,744 = 336 \text{ hours}$
2. Teaching four theory hours = four workload units and teaching two semester credit clinical hours = six workload units
 - $8/6 = 1.3 \text{ workload units}$
 - $1.3 (336) = 436.8 \text{ hours}$ (29.82 true rate of pay) = \$1,3025.38 summer salary
3. Teaching two semester credit theory hours = two workload units
 - $2/6 = .3 \text{ workload units}$
 - $0.3 (336) = 100.8 \text{ hours}$ (29.82 true rate of pay) = \$3,005.86 summer salary

Guidelines for Faculty Absence from Class or Clinical

This policy pertains to situations when a faculty member is unable to meet with their scheduled class or clinical group, due to personal illness, conference commitments or emergencies.

Absence for Illness or Emergency

Faculty who has an unanticipated absence for illness or emergency, should follow the usual procedures of notifying students and the college and the clinical unit of the absence as soon as possible. The faculty member should call the college receptionist and clinical area if a clinical is cancelled. A course phone tree should be activated by the faculty member to notify students if a class or clinical is cancelled. It is important that absences be communicated to the academic dean. Faculty members who cover a colleague's class or clinical for an unexpected two-day absence or emergency, will not receive extra pay. For consecutive absences or for extended illness or emergency three days in duration or longer, extra pay for the colleague covering will be negotiated with the Chancellor.

Anticipated Professional Absence (e.g. conferences, scholarship commitment)

All absences for professional reasons should note this on the paid personal time request form, indicating plans for coverage. All absences should be kept to a minimum: i.e. faculty should make every effort to schedule flights and professional commitments that allow them to minimize the number of classes missed.

For out of town professional travel, the college secretary should receive a detailed itinerary prior to the faculty member's departure (flights, contact information while away).

Faculty who need to miss a class or clinical for professional commitments should work with the academic dean to find an appropriate substitute faculty or learning experience for students, e.g. online assignments. Faculty covering a colleague's class or clinical for professional absences will not receive extra pay.

It is important that all requests for faculty covering for colleagues be discussed with the academic dean to assure that any one individual is not burdened with repeated coverage requests.

If the faculty member's travel plans fall at the time when an exam would regularly be given, arrangements may be made for another faculty member to proctor the exam. It is inappropriate for faculty to schedule an exam for the sole reason of accommodating travel plans. Normal expectations are that faculty will miss no more than one day of classes or clinicals for any conference, lecture, or scholarship and no more than two consecutive classes or clinical for the exceptional professional opportunity. Any travel that exceeds the above limits must be pre-approved by the dean of academic affairs.

*Adapted from <http://rll.wustl.edu/FacultyAbsence>
September 1, 2012
BRJ*

Employment Policies

St. John's College colleagues abide by the employment policies of the HSHS St. John's Hospital Colleague Handbook.

Education Application and Expense Voucher

Faculty attending an educational program and/or wishing to utilize their education continuation funds will need to complete an education application and expense voucher and send it to the chancellor for approval.

Application for Tuition Reimbursement

Faculty wishing to attend a post graduate institution and receive the allotted amount for tuition reimbursement will need to complete a tuition reimbursement form.

Equal Employment and Non-Discrimination Policy

The philosophy of St. John's College promotes the equal employment opportunity of all qualified persons. It is the policy of the college to recruit, select, hire, and promote the best qualified candidates available for all levels of employment. The college does not discriminate against any applicant or employee on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, handicap, political affiliation, Veteran's status or similar non-job-related considerations. In addition, the college expects all employees to perform their duties in a positive, non-discriminatory manner, and in doing so, promote the philosophy and mission of the college. The college ascribes to professional standards and Christian ethics toward all employees hired and adheres to federal and state regulations regarding employment.

Sexual Harassment

St. John's College prohibits any form of sexual harassment of an individual by anyone associated with the college. Sexual harassment is defined as unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive environment. Such conduct by employees will result in disciplinary action up to and including dismissal.

An individual who believes herself or himself to be the subject of sexual harassment is encouraged to report the matter as soon as possible to the administration of the college or human resources director. (The person(s) against whom the complaint of sexual harassment is made will be notified that a complaint has been brought against him/her.) An inquiry will be initiated into the situation, interviewing both parties involved and seeking a resolution to the problem. If a resolution is not reached at this point, either party may utilize the appeals policy/procedure in this matter.

Alcohol/Drug/Emotional Impairment on the Job

St. John's College is dedicated to quality education provided within a safe environment. Therefore, the college may require an employee displaying symptoms of impairment or uncharacteristic behavior to be removed from the work place. The nature of any impairment should

be identified as soon as possible and, if testing is requested, it will be without cost to the employee; however, additional counseling, treatment and/or therapy will be the employee's financial responsibility. If impairment is a result of prescribed medication, the employee may be granted use of accumulated paid sick leave for the remainder of the work period.

If visible and/or identified impairment on the job continues, or if the employee refuses to undergo testing and/or treatment, disciplinary action will be taken, up to and including dismissal. In some instances, an employee may be required to participate in an acceptable counseling, therapy, and/or treatment program, including the Hospital Sister's Health System-sponsored employee assistance program. Any employee convicted of a felony or misdemeanor involving drugs or alcohol must notify the college administration within five days of such conviction. Failure to do so may result in disciplinary action.

Smoking Regulations

St. John's College is a smoke-free institution. Smoking is prohibited anywhere on the college campus, including in all facilities used and/or owned by St. John's system and all buildings, vehicles and leased space. All sidewalks adjacent to the college, hospital building or property (including parking lots) are no smoking areas. Smoking is prohibited in cars on college or hospital property.

Faculty Competencies

Each faculty member is required to complete required competencies of St. John's and of the clinical facility he/she is utilizing for course clinicals.

St. John's Hospital competencies may be found on the intranet (Francis) homepage and clicking on HealthStream. The computer-based learning modules will offer a tutorial and assignments required to complete upon entering the site.

General Policy for Selection, Appointment and Promotion for Faculty

St. John's College is concerned with the education of students in the art and science of nursing and in maintaining an environment which promotes learning and evokes intellectual inquiry in students and faculty. To this end, St. John's College is committed to securing and retaining faculty who exemplify the highest standards in nursing and education. Competency and leadership in teaching expertise and knowledge in nursing are necessary requirements for favorable evaluation. In addition, for the highest evaluation the individual should demonstrate consistent involvement and outstanding accomplishments in professional or scholarly activities or in service to the college.

Recruitment

Recruitment for new faculty is instituted when a position becomes available. Priority consideration will be given to present faculty members who are qualified to fill the position. The position is posted through the human resources department and advertised on the college website and other selected media.

Selection and Appointment

St. John's College strives to select the best applicant for each available position. Selection and appointment of faculty members are made by

the administration of the college upon the recommendations from the faculty affairs committee. The credentials and the selection/appointment process will be presented to the full board of the college at the next regularly scheduled meeting.

The criteria used in selection and appointment of faculty includes:

1. Illinois license for professional nurse
2. Minimum educational requirement is a master's degree with a major in nursing
3. Two years clinical experience as registered nurse
4. Teaching clinical in professional field experience is preferred
5. Professional and community service
6. Scholarly endeavors
7. Completion of physical exam
8. Other criteria as necessary based on the individual position
9. Receipt of satisfactory references

Selection Protocol

The selection process includes the following:

1. The committee reviews curriculum vitae when it is received from administration.
2. The candidate is interviewed.
3. The candidate may be asked to present scholarly information in a faculty forum at the discretion of the committee.
4. The committee evaluates the qualities of the candidate based on applicable criteria.
5. The committee makes a recommendation in writing to the college administration regarding both employment and rank. Rationale for acceptance or rejection is addressed. Further, rationale for rank selection is addressed.
6. College administration makes a decision regarding selection and rank of the candidate.
7. The candidate is informed of the decision by the human resources department.
8. College administration informs the college board of the new faculty appointment.

Position Change

It is the policy of St. John's College to promote faculty members from within to a position for which they are qualified. Following submission of an application by the involved faculty member, approval of the position change is made by the chancellor upon recommendation of the academic dean and the faculty affairs committee. In the event a position needs to be filled immediately, the administration may make a temporary appointment.

Promotion in Academic Rank

Promotion is granted to a faculty member by the administration upon recommendations from the faculty affairs committee and external consultant. The faculty member must meet or exceed all the promotion criteria specific to the academic rank.

Achievement toward a specific academic rank is cumulative and dependent upon past and recent accomplishments. Documented success in teaching and its related responsibilities, scholarly endeavors, and professional and community service is essential to being considered for academic promotion. There must be evidence of sustained effort over a period of time in all these areas with appropriate contributions

in each area. Part-time faculty members also have the opportunity to work toward promotion in academic rank. For specific directions, please refer to the faculty promotion protocol and portfolio guidelines related to faculty ranking in the faculty handbook.

Teaching Competency

A faculty member must exhibit a thorough knowledge of subject matter and proficiency in nursing. This individual must show enthusiasm for teaching and be able to evoke intellectual curiosity in the student.

Inherent in teaching is the ability to evaluate students considering their experience, learning capabilities, and potential for growth. The qualities necessary for this are empathy for and an understanding of the student and the capacity to advise and guide the student in the academic environment.

As the faculty member becomes more accomplished, certain expectations are held in the demonstration of mastery and leadership in teaching. These include the ability to teach and coordinate several courses, show creativity in course development, and the willingness to act as mentor or consultant to other faculty.

Service: A set of professional activities utilizing faculty expertise to address institutional, professional and community needs directly, or to help others do so, and as a contribution to society. This may be accomplished through a variety of endeavors including but not limited to charitable activities, serving on boards or committees, being politically active and consultation.

Service to the College

Active participation in faculty, academic, and student affairs of the college demonstrates the faculty member's interest in the commitment to education and nursing. Inherent in this responsibility is participation in the college assembly, college and committee activities and student affairs.

Service to the Community

The faculty role in community service is to contribute to the community and to promote a positive public image of nursing. Faculty members must be careful to define whether they represent the college, themselves or both when involved in community activities.

Service to the Profession

Faculty members, as members of the nursing profession, should participate in professional activities. Membership and involvement in professional organizations show concern for the present and the future of nursing.

Scholarship

Scholarship is the active pursuit, application and integration of knowledge. Scholarship is an expert and innovative activity that is disseminated and peer reviewed.

Promotion Criteria

The purpose of promoting faculty at St. John's College is to encourage the ongoing development of faculty. The three-fold role is assessed and evaluated in promotion endeavors. It is recommended that faculty meet with the chancellor to develop a long-range plan for promotion and development of portfolio materials.

Criteria for Promotion

1. Teaching, scholarship and service are the general areas examined in determining faculty performance.
2. Consistent with the mission of St. John's College, performance in teaching is paramount. Thus, all faculty requesting promotion must provide as a minimum, evidence of good teaching.
3. Evidence of scholarship must be provided
4. It is the responsibility of the faculty to document performance in the three-fold role.
5. For promotion to associate professor and professor, the faculty must have an earned doctorate.

Promotion Process

1. The faculty member must submit the hard copy or electronic portfolio to the faculty affairs committee by January 31 for consideration for the following academic year (fall semester).
2. The faculty affairs committee will review materials and make recommendations in writing which are submitted to the college administration.
3. The committee's recommendations become part of the file.
4. Upon receipt of the committee recommendations, the college administration selects an outside reviewer
5. The outside reviewer will review materials and send a recommendation in writing to the college administration. This written recommendation will become a part of the candidate's file.
6. The final decision regarding promotion is made by college administration.
7. The candidate will receive written notification from the chancellor regarding the promotion decision.
8. Written recommendations from the faculty affairs committee, the outside reviewer, and the college administration will be placed in a confidential administrative file, along with the letter from the chancellor regarding the final decision.
9. The college board will be informed by college administration of the faculty promotion decision.

Professional Portfolio

The portfolio is prepared by the faculty member. The portfolio should include information from the past three years only and should be organized in the following manner:

Letter to the chairman of the faculty affairs committee requesting consideration for promotion. A self-assessment narrative should be included that illustrates the faculty member's readiness for promotion. Faculty must meet the criteria of the rank to which they are being promoted.

1. A current vita
2. The last three years of annual reviews of faculty performance
 - A. Self-assessment of teaching. Attachments should include a list of courses taught and should include the following:
 1. Peer review materials
 2. Summary sheets of student evaluations
 3. Syllabi
 4. Letters from students or former students
 5. Evidence of faculty development activities in support of teaching

- B. Self-assessment of scholarship.
 1. Peer judgment materials
 2. Evidence of faculty development activities in support of scholarship
 3. Evidence of committee works directly related to scholarship
 4. Evidence of presentations at conferences
 5. Copies of publications
- C. Self-assessment of service
 1. Peer judgment materials
 2. Evidence of service to the institution
 3. Evidence of consulting outside the institution
 4. Evidence of membership in professional organizations
 5. Evidence of service related presentations and workshops

Range of Activities in Teaching, Scholarship and Service

(Past three years only.)

- A. Teaching
 1. Regular courses taught
 2. New courses developed
 3. Evidence of quality of teaching performance
 4. Evidence of reputation of teaching including guest lectures presentations, etc.
- B. Scholarship
 1. Publications
Books authored or co-authored, books edited, chapters or other contributions in edited books, articles in refereed journals, invited book reviews, other publications
 2. Participation at scholarly meetings (e.g. presentations, posters, chaired sessions).
 3. Ongoing research
 4. Other evidence of scholarly activity and reputation in a field
 - a. Article manuscripts reviewed for journals
 - b. Consulting
 5. Certification
- C. Service
 1. College service
 - a. Committees
 - b. Other service to the college
 2. Community service
 3. Service to the profession
 - a. Workshops
 - b. Consultation
 - c. Held office in professional organization

Types of Contracts

St. John's College is committed to a philosophy of providing employment for all faculty who maintain consistent competency in teaching and fulfill obligations to the college. St. John's College places a high value on retaining faculty who exemplify the standards of nursing and education to which St. John's College is committed.

Rolling contract: Full- and part-time faculty are hired upon completion of a successful probationary period and are given a three-year rolling contract subject to annual review and renewal at the end of each academic year. Each renewal confers an additional three-year commitment on the part of the College and faculty. This review serves several purposes. First, it serves as a time to evaluate the faculty member's performance in teaching and in meeting the obligations to the college.

Secondly, it is a time in which negotiations can take place regarding changes in appointments. Thirdly, an evaluation is made of the faculty member's success in meeting stated goals toward promotion in academic rank. Lastly, salary negotiations can be made at this time.

Term contract: May be given for one year or less as the need arises. These would usually be awarded to faculty hired for less than part-time or for a specific course. A term contract is not subject to automatic renewal.

Leaves of Absence

A leave of absence is a predetermined amount of time away from the college, with or without pay, requested by the faculty member and approved by the chancellor of the college in consultation with the academic dean. Leaves may be granted for professional development, extended illness, and maternity or adoption purposes, military and personal reasons.

A professional development leave is an important means by which a faculty member's teaching effectiveness may be enhanced, her/his scholarly usefulness enlarged, and the college's Academic program strengthened. St. John's College offers two types of professional development leaves. After seven years of continuous full-time service to the college, a faculty member may petition for a one or two semester paid sabbatical. Written goals for the sabbatical must accompany the petition. A faculty member who is granted a sabbatical has an obligation to return to the college for two years or reimburse the college for salary and benefits paid during the sabbatical. As only one sabbatical can be granted in any given semester, such leaves will be decided upon by the chancellor with the advice of the research and evaluation committee on the basis of the individual's plan for her/his sabbatical, the financial situation of the college, and the needs of the college.

A second type of professional development leave is offered to the faculty for post-graduate work or extensive study of more than one week for improving teaching or clinical expertise. Such leaves are usually without pay and must be approved by the administration with the advice of the research and evaluation committee.

St. John's College, through its philosophy, states its concern for its students and faculty. The college will implement this philosophy in its consideration of all leaves. Likewise, the individual who is granted a paid leave has an obligation to return to the college for further service unless other arrangements are mutually agreed upon.

Termination Policy

St. John's College follows policies and procedures noted in HSHS St. John's Hospital Colleague Handbook. The following procedures are exceptions to those policies and procedures noted in St. John's colleague handbook and apply exclusively to the employees covered within this handbook of faculty policies.

1. Non-renewal of rolling contract. If deficiencies are noted in a faculty member's performance, she/he will be notified in writing by July 1 of said deficiencies. The faculty member will have one year to correct the stated problems, with input and guidance from the academic dean and a faculty mentor if the faculty member so desires. If the deficiencies are corrected to the satisfaction of the administration by January 1 of the following

year, the three-year rolling contract will be renewed; if not, the faculty member will have six months to seek other employment. At the end of that six-month period, her/his association with St. John's College will be terminated.

2. Termination. Reasons for termination prior to the termination of a contract may include but are not limited to:
 - a. Professional incompetency
 - b. Continued neglect of academic duties despite oral and written warnings
 - c. Serious personal or professional misconduct
 - d. Falsifications of credentials or experience

In such terminations, the burden of proof that termination is appropriate shall be on the college by a preponderance of the evidence in the record considered. The decision of the chancellor may be appealed through the established appeals policy/procedure.

3. Resignation by faculty members. Faculty members may terminate their appointments effective at the end of an academic year. Except in special or emergency cases, resignations should be tendered no later than May 1st. If resignation is necessary before the end of the academic year, at least two months notification is to be given to the academic dean.

The college board has adopted the termination of employment policy stated in the HSHS St. John's Hospital Colleague Handbook. Faculty should note that insurance benefits end on the last day of the pay period in which the employee terminates employment. Conversion privileges are available to employees for medical, dental, and life insurance plans. Faculty who terminate employment at the end of the academic year, but who have elected to be paid over a full 12-month period will have their final pay adjusted to account for that portion of pay earned but not yet received. Final pay will be disbursed at the end of the pay period containing the last day worked. Insurance benefits will end with the last day worked unless the employee takes advantage of the conversion privileges.

In general, faculty members should keep the academic dean informed concerning the progress of negotiations for employment elsewhere. Such timely discussion will permit the college to begin the search for a replacement on the basis of a "possible position," without in any way adversely affecting the position of the faculty member at St. John's College should she/he decide not to resign.

4. Termination for financial exigency. Termination of a permanent (or continuous) appointment because of financial exigency of St. John's College shall be demonstrably bona fide. St. John's College will attempt to offer a position to a faculty member terminated for financial exigency when the same position previously occupied becomes available; however, a variety of factors must be considered such as his or her performance while in the position and the possible change of job duties in the newly developed position.

Faculty Appeals Policy

An appeal may be instituted by a faculty member who is dissatisfied with a personnel decision or situation.

A reason for an appeal shall be considered to be any complaint or dissatisfaction arising from an interpretation, application, or claimed violation of any provisions of the College's policies, rules, regulations or disciplinary actions taken by the college which the faculty member feels are unfair.

Every faculty member at St. John's College is eligible to utilize the appeals procedure, which will be conducted in good faith by the college and the faculty member. Such utilization will not subject the faculty member to discrimination, retaliation or harassment of any form.

While it is expected that any perceived grievance will be settled between the involved individuals this may not always be possible. If dissatisfaction remains after such discussion the appeals procedure may be instituted. At each step of this procedure the last decision made will prevail until the matter is resolved permanently.

Appeals Procedure

Step I:

Grievant

1. Submit the grievance in writing to the academic dean within five days of the incident.
2. Include dates, time and summary of grievance, and the desired action to be taken.

Academic dean

1. Acknowledge receipt of the grievance in writing within five work days.
2. Give the other party(s) concerned a copy of the grievance with written notification they have five work days to respond.
3. Review the documented grievance.
4. Investigate the grievance in a confidential manner.
5. Meet the involved parties to discuss the problem.
6. Document decision and meet with both parties to discuss the disposition of the grievance.
7. Give a copy of the documentation to both parties and place a copy in the faculty member's personnel file to be retained for seven years.
8. Notify the chancellor that a grievance has been initiated.
9. Notify the college board that a grievance has been initiated.

Respondent

1. Respond in writing to the academic dean within five work days upon receipt of the written, grievance if desired.

Step II

If either party remains dissatisfied with the disposition of the problem, she/he may petition the academic dean to bring this matter before the appeals committee. The appeals committee is chosen by lot in August by the college assembly. The committee is composed of five persons, all of whom have voting privileges:

1. One faculty, one administrator, one alternate faculty and one alternate administrator are chosen by lot at the beginning of the school year.
2. A third member is to be employed by St. John's Hospital or is a member of the Hospital Sisters of St. Francis. The third member

is elected from a pool of names submitted by faculty members. All appeals committee members will serve for two consecutive academic years. Each August a Chairperson will be elected by the committee.

3. The two remaining persons are one faculty or administrator of the college chosen by the grievant and one faculty or administrator of the college chosen by the respondent.

Appeals Committee

Chairperson

1. Convenes the committee members to review the complaint within five work days of notification.
2. Schedules a hearing at a time convenient to all parties, but no later than three weeks after the initial request from the grievant.

Step III

Hearing

The hearing is convened with an independent recorder for the proceeding. Everyone involved with the hearing should be familiar with the procedure and come prepared with relevant materials or witnesses. Additional hearing time will not be set unless the chairperson agrees. The hearing proceedings will be closed to all except the participants. Witnesses will only be present while conferring their evidence.

1. The chairperson will present the disposition of initial grievance reached in Step I.
2. The grievant presents an opening statement, testifies, calls witnesses or presents other relevant material.
3. Committee members may question the testimony of the member, her/his witnesses and other relevant materials.
4. Respondent may testify, call witnesses or present other relevant materials.
5. Committee members may question the testimony of the respondent, her/his witnesses and other relevant materials.
6. The grievant and the respondent may question each other, the witnesses or other relevant materials.
7. Each party may make a final statement at the close of the hearing.
8. The appeals committee will deliberate in closed session.

Step IV

Within one week after the appeals committee has reached a decision, the chairperson sends a written report of the committee's decision to the grievant, the academic dean, and any other involved person. The chancellor will be notified.

Step V

Faculty may appeal the decision of this committee to the chancellor if still dissatisfied with the decision.

Step VI

Faculty may appeal the decision of this committee to the college board if still dissatisfied with the decision.

*Oct. 17, 1990, Mar.20, 1991; 4/22/91; 6/10/91; 8/18/94; 10/01
Date of College Board Approval 6/13/91; 6/17/94; 10/01
h:|Faculty|Faculty Appeals Policy*

Statement of Academic Freedom

Faculty members at St. John's College are entitled to freedom of inquiry, which means responsibly exercised freedom in the search for truth, its exposition and discussion in accordance with the college's mission statement and that portion of the 1940 Statement of the American Association of University Professors related to freedom of inquiry. The faculty member is entitled to freedom in clinical and non-clinical research and in publication of results. Work performed for the college (e.g., research, etc.) may be used in the public domain when in compliance with established college guidelines.

The faculty member at St. John's College belongs to a community of scholars which upholds the beliefs and teachings of its Catholic sponsors. The faculty member is also a citizen, a member of a learned profession and an official representative of the college. When speaking or writing as a citizen, the faculty member should be free from institutional censorship, but should make every effort to indicate she/he is not an institutional spokesperson. As a member of a Christian community of scholars and as an individual of learning, the faculty member should remember that the public may judge the profession and the college by her/his communication. Therefore, the faculty member should be accurate, display appropriate restraint and be respectful of the spiritual beliefs and opinions of others.

Approved by St. John's College Board: 12/19/94
a:|AcademicFreedom

Policy for Research Ethics and Compliance and Protection of Human Subjects in Research

In keeping with the Code of Federal Regulations, 45 CFR 46 (<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>), all projects involving human subjects must be approved by an Institutional Review Board (IRB). Springfield area IRBs include: SIU School of Medicine, Springfield Committee on Research Involving Human Subjects (SCRIHS) (<http://www.siumed.edu/adrfa/scrihs.html>) and the FOX Commercial Institutional Review Board, LTD (<http://www.foxirb.com/>). College colleagues conducting scholarly or research projects may have approval by an IRB outside the Springfield area. The chancellor should be contacted regarding possible exceptions.

Colleagues must submit a copy of the proposal and IRB approval documents to the research and evaluation committee as soon as approval is obtained. An annual written progress report of the activity is to be submitted to the research and ethics committee by April 1 of each year. A copy of the proposal, the IRB approval and annual progress reports will be kept in a secured file at the college.

Colleagues are advised to follow the proposal guidelines available from the approving IRB. All research ethics training must be in alignment with the approving IRB requirements. A human subjects proposal may be exempted from oversight by an IRB. However, only an IRB can make this judgment. For any human subject's project, colleagues must contact the IRB for proposal review and official judgment to determine if an exemption may be granted.

DI 9/01

DDW updated 10/5/01

Approved by RandE 10/8/01

Revised by RandE 2/15/02

Revised and Approved by R and E 4/06

Revised 7/13; Chancellor, BRJ

Statement on Professional Ethics

In accordance with the mission of St. John's College and the statement on professional ethics from the American Association of University Professors (AAUP), each faculty member seeks the truth and practices intellectual honesty while directing his/her energy toward developing and improving scholarly competence and research activities (AAUP: Policy Documents and Reports, 2011). The faculty member also accepts the obligation to utilize judgment in using and transmitting knowledge to students, colleagues and the public.

St. John's College is a Catholic institution of higher education dedicated to providing quality nursing and professional health degrees and programs, consistent with the Hospital Sisters of St. Francis' tradition that fosters the learner's spiritual, ethical and professional development. Students are exposed to a Christian educational environment in the Catholic tradition. The college does not propose to indoctrinate students in Catholic theology. The faculty and student body are composed of persons from many religious traditions. These traditions are respected. However, students and faculty are expected to display Christian ethics in interactions with others, to honor the Catholic traditions and heritage of the college, and to comply with the directives of the institutions in which they practice, especially HSHS St. John's Hospital, which abides by the Ethical and Religious Directives for Catholic Health Facilities by the Committee on Doctrine of the National Conference of Catholic Bishops (2018).

Demonstrating respect for students as individuals and learners, faculty fosters honest academic conduct among students. Through in-depth assessment based on standards and interaction with students, faculty ensures that evaluations of students are fair and accurate.

As a colleague, the faculty member has obligations that arise from being a member of a community of professional educators who support the values of the institution. These include demonstrating genuine respect for the spiritual beliefs and opinions of their associates and striving to be objective in their professional judgment of each other. As a professional group, the faculty also shares responsibilities for the decision-making processes and governance of the college. As a member of the community, as well as of the institution, the faculty has the rights and responsibilities of other citizens while operating within the directives of this institution.

The faculty adopts the American Nurses Association (ANA) Code of Ethics and declares behavior not in keeping with these Standards to be unethical.

Approved by St. John's College Board: 12/19/94

Edited 11/15; 7/20

Faculty Publication Guidelines

In accordance with St. John's College Statement on Academic Freedom, the following publication guidelines have been developed.

It is the responsibility of the faculty member to utilize the peer review process for any work in which:

1. There is a question regarding the ownership of the work.
2. The work will potentially conflict with the mission and philosophy of the college.

The faculty member will initiate the peer review process by contacting the chair of the research and evaluation committee. A peer review group will then be formed. The members of the peer review group shall consist of the chair of the research and evaluation committee

and two other faculty chosen by lot by the chair of the research and evaluation committee. Decisions reached by the peer review group may include:

1. Recommendation for publication.
2. Publication not congruent with St. John's mission and philosophy.
3. Recommendation for publication with modifications as specified by the peer review group.

The decision reached by the peer review group will be communicated to both the faculty member and the administration. If there is a disagreement with the peer review group decision from either the faculty member or administration, the peer review group may be approached for further consideration of the work. If the disagreement is not resolved, the college appeals procedure may be utilized.

Section V

Forms for Use by Faculty

Peer Review Assessment

Instructor_____

Course_____

Topic/Content_____

Peer Reviewer_____

Date_____

Please designate the rating on the four-point scale, with four being the highest. Additional comments can be written with each item. The instructor being reviewed should select her peer reviewer and decide as to date and time.

Presentation:

- | | |
|---|------------|
| 1. Personal characteristics, e.g. voice and mannerism. | 1 2 3 4 NA |
| 2. Uses a variety of teaching methods. | 1 2 3 4 NA |
| 3. Teaching aids appropriate. | 1 2 3 4 NA |
| 4. Pacing of delivery timed well. | 1 2 3 4 NA |
| 5. Material presented in a clear and organized fashion. | 1 2 3 4 NA |
| 6. Environment conducive to learning. | 1 2 3 4 NA |
| 7. Able to elicit class participation. | 1 2 3 4 NA |
| 8. Provides opportunity to ask questions. | 1 2 3 4 NA |
| 9. Encourages critical thinking appropriate to the level of students. | 1 2 3 4 NA |
| 10. Utilizes effective feedback in replying to students. | 1 2 3 4 NA |
| 11. Exhibits interest for the subject matter. | 1 2 3 4 NA |
| 12. Respects time schedules. | 1 2 3 4 NA |

Comments:

Peer Review Assessment (continued)

Instructor_____

Course_____

Topic/Content_____

Peer Reviewer_____

Date_____

Please designate the rating on the four-point scale, with four being the highest. Additional comments can be written with each item. The instructor being reviewed should select her peer reviewer and decide as to date and time.

Objectives:

1. Objectives clearly stated. 1 2 3 4 NA

2. Content derived from objectives. 1 2 3 4 NA

Comments:

Content:

1. Introduction to the material clear, inclusive and appropriate. 1 2 3 4 NA

2. Information progresses in a logical fashion. 1 2 3 4 NA

3. Transitions between topics are clearly discernable. 1 2 3 4 NA

4. Material appropriate for the level of understanding. 1 2 3 4 NA

5. Utilizes theory-oriented approach in teaching. 1 2 3 4 NA

6. Summarizes effectively. 1 2 3 4 NA

Comments:

Peer Reviewer

Instructor Reviewer

St. John's College of Nursing Course Evaluation

Submitted electronically.

General Course Evaluation KEY: Strongly Agree = SA; Agree = A; Neutral = N; Disagree = D; Strongly Disagree = SD					
Evaluation Question Item	SA	A	N	D	SD
I understand the outcomes of the course to be: caring, communication, critical reasoning, and professionalism					
Course activities and assignments helped me to achieve course outcomes.					
The online course design was easy to follow and navigate					
Course activities and assignments were reasonable for the credit hours assigned.					
Classroom grading was understandable and objective					
The pre-class activities (reading, quizzes, case studies, etc.) were beneficial to my learning					
Do you have a preference in active learning activities, such as reading, case studies, pre-quizzes, simulation, group discussion, think pair/share, role play, gaming, others? If yes, please specify preference in the comment box.					
What do you consider to be the strengths of this course? (Evaluate course outcomes, organization, structure, texts, assignments, active learning.)					
Additional comments related to technical difficulties in the course					
What specific things do you think might be done to improve the course? *please save instructor comments for the end of the survey*					
Additional comments in regards to course					
Course faculty demonstrate current & comprehensive knowledge of subject matter.					
Course faculty present subject matter in a clear and organized manner					
Course faculty encourage critical reasoning.					
Course faculty are available to student as a resource person					
Course faculty are supportive and approachable					
Course faculty are timely and responsive to student when questions are posed or there is a request for help.					
Course faculty demonstrate a respectful and caring attitude toward student					
Additional comments re: course faculty					
My clinical instructor is:					

My clinical instructor supports me in new learning situations					
My clinical instructor assists me in correlating course content with clinical experiences when possible:					
My clinical instructor promotes learning through exchange of ideas in planned and organized group conferences:					
My clinical instructor provides helpful and timely feedback while in the lab or clinical setting as appropriate					
My clinical instructor promotes learning through exchange of ideas in online discussion groups					
My clinical instructor respects the individuality of the student:					
My clinical instructor helps me understand the importance of clinical judgement and professional accountability					
My clinical instructor demonstrates a respectful and caring attitude toward students					
My clinical instructor provides helpful and timely feedback on written assignments					
Additional comment re: clinical instructor					

Online Course Development Rubric

Course Name:	Faculty Name:					Date:	Evaluator:
	None	1	2	3	NA	Comments	
Course Structure							
Content/Organization/Consistency/Appearance/							
Logical Content Progression							
Clear Lesson Objectives							
Course Easily Navigated							
Course Materials Visually Consistent Within Course							
Course Materials Functionally Consistent Among Courses							
Color & Font Are Visually Pleasing and Not Overpowering							
Color & Font Are Consistent Throughout Course							

Developing- 1
Meets Expectations- 2
Exceeds Expectations- 3

ST. JOHN'S COLLEGE, DEPARTMENT OF NURSING
Springfield, Illinois

Classroom Faculty Evaluation

1 Strongly Agree 2 Agree 3 Neutral 4 Disagree 5 Strongly Disagree			Instructor #1	Inst. #2
11.	Demonstrates current and comprehensive knowledge of subject matter.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12.	Presents subject matter in a clear and organized manner.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13.	Encourages critical thinking.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14.	Available to student as a resource person.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15.	Is supportive and approachable.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16.	Demonstrates a respectful and caring attitude toward student.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17.	Additional Comments:			

Clinical Faculty Evaluation

1 Strongly Agree 2 Agree 3 Neutral 4 Disagree 5 Strongly Disagree			Instr. #1	Instr. #2
18.	Supports me in new learning situations.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19.	Assists students in correlating course content with clinical experiences when possible.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

20. Promotes learning through exchange of ideas in planned and organized group conferences.	1 2 3 4 5	1 2 3 4 5
21. Respects the individuality of the student.	1 2 3 4	1 2 3 4 5
22. Helps the student understand the importance of clinical judgment and professional accountability.	1 2 3 4	1 2 3 4 5
23. Demonstrates a respectful and caring attitude toward students.	1 2 3 4	1 2 3 4 5
24. Provides feedback to students regarding plan for clinical.	1 2 3 4	1 2 3 4 5
25. Provides helpful and timely feedback on written assignments.	1 2 3 4	1 2 3 4 5
26. Additional Comments:		

Approved: 3-5-93 Fac. Council

Revised: 11-15-93 KO

Approved college assembly: 2015

Revised: 2015 BRJ

ST. JOHN'S COLLEGE DEPARTMENT OF NURSING

Springfield, Illinois 62702

GUIDELINES FOR CLASS ADVISORS

Role of the Advisor:

1. Facilitate student understanding of the role student activities play in accomplishing the mission of the college.
2. Serve as a communication channel between administration and the class you are advising. Requests made by the class must be approved by administration prior to final decisions being made.
3. Assist the class officers in development and implementation of leadership skills.
4. Actively participate and monitor activities being planned.
5. Provide a summary of the class meeting to the administrative office following the meeting.

Expectations

Meet with class officers within two weeks after the officers have been elected to:

1. Set goals for the academic year.
2. Determine the number and dates of class meetings which will be held.
(Make sure students schedule meetings when you can attend.)
3. Evaluate leadership skills and help with the format to be used for meetings.
 - a. Call to order
 - b. Roll call
 - c. Reading of minutes from last meeting.
 - d. Reports from student representatives on faculty committees:
 - 1) Academic affairs
 - 2) Student affairs
 - e. Unfinished business
 - f. New business
 - g. Adjournment

All class meetings should be attended by at least one of the two class advisors.

The advisor should actively participate, and monitor activities being planned. Dates should be established for the completion of committee tasks so progress can be monitored and events occur in an orderly manner.

Any contact with the media, (newspaper, radio or television) must be initiated through college administration (who will involve St. John's communication's team) **before** contacts are made.

Any gathering of students that may be interpreted as a St. John's College gathering must be planned carefully to be sure the event is in keeping with the mission. Alcoholic beverages at any event must always be given serious thought. Alcoholic beverages are not permitted on St. John's College campus.

Items to be sold by students must be cleared through:

Administration
Personnel
Etc.

Before the event occurs or items are ordered, sale of items may appear in hospital publications, however, a written note regarding the sale must be sent to personnel **at least** two weeks in advance of the event.

Minutes of all meetings should be posted on the bulletin board in the student lounge, a copy given to each advisor, the student development officer and one copy to the secretaries in the office.

Standard business of each class.

JUNIOR CLASS

- Plan a class community service project.
- Plan and organize social activity.
- Plan and conduct at least one fund making project.

SENIOR CLASS

- Plan a class community service project.
- Plan and conduct at least one fund making project.
 - sale of sportswear
- Plan and organize social activity.
- Assist in organization of senior pictures in cooperation with the selected student picture chairperson.
- Plan and host senior day at the motherhouse.
- Assist advisors and administration in preparing for graduation and baccalaureate Mass.
- Finance senior members baccalaureate brunch meal.
- Consider the type of gift to the college from the senior class.

STUDENT GOVERNMENT

- Plan a class community service project.
- Plan and conduct at least one fund making project.
- Plan and organize social activity.
- Conduct special meeting of the student body.
- Assist student affairs committee with the spirituality luncheon.
- Plan decorating activities for the college for the Christmas holiday season.
- Encourage students to comply with enforcement of regulations for:
 - meetings
 - conduct in the college and clinical agencies
 - tidiness in the classrooms, etc.
 - personal neatness and professionalism while wearing the college uniform.
- Assist the student government in the process of investigating and reporting on matters especially referred to the student government as established in the college governance Bylaws. (see governance Bylaws of student government).
- Assist student government to instill the spirit of loyalty to the regulations, customs and traditions of St. John's College.
- Advisors should meet with the student development officer after the meeting with students to:
 - provide a summary of business conducted.
 - clarify expectations of their role.
 - communicate student requests so proper approval can be obtained from appropriate sources and channeled back to the advisors before the next scheduled meeting.

Rev. 4/91; 9/93; 7/99; 10/01

ST. JOHN'S COLLEGE, DEPARTMENT OF NURSING
Springfield, Illinois

ADVISOR EVALUATION
Submitted Electronically

Please help us evaluate the effectiveness of our advisement program and make suggestions for future improvements. Please do not put your name on this form. All responses will be presented to advisors in aggregate form. Circle the number which best reflects your thoughts regarding advisement. Use the following scale. Thank you for your input.

	1-strongly agree	2- agree	3-disagree	4-strongly disagree
1. My academic advisors last name: _____				
2. My advisor is accessible to me during regular office hours or by appointment	1	2	3	4
3. My advisor has been well prepared for each scheduled conference with me.	1	2	3	4
4. My advisor is on time for appointments with me.	1	2	3	4
5. My advisor treats me in a caring and courteous manner.	1	2	3	4
6. My advisor helps me feel relaxed and comfortable during our conferences.	1	2	3	4
7. My advisor listens to me.	1	2	3	4
8. My advisor confirms we have understood each other.	1	2	3	4
9. My advisor keeps me up to date on changes in academic requirements.	1	2	3	4
10. My advisor refers me to the appropriate resources within the college or community as necessary.	1	2	3	4
11. My advisor and I have discussed my academic goals and progress toward these goals.	1	2	3	4
12. My advisor respects my right to make my own decisions.	1	2	3	4
13. My advisor is willing to assist me in thinking critically about my educational plan and career goals.	1	2	3	4
14. In general, my advisor is a helpful, effective academic advisor.	1	2	3	4
15. I understood my responsibility in the advisement process.	1	2	3	4
16. Juniors only - My advisor and I discussed a NCLEX preparation plan.	1	2	3	4
17. Seniors only - My advisor helped me develop a NCLEX preparation plan.	1	2	3	4
18. How could specific areas of the advisement program be strengthened?				
19. Any further comments? (use the back of sheet as needed)				

Section VI Curriculum

Baccalaureate Curriculum Outcomes/Standards and Health Care Driving Forces/Competencies

The curriculum of St. John's College baccalaureate nursing program follows accreditation criteria Standard 4 (NLNAC, 2012). The curriculum prepares students to achieve the established program outcomes, including safe practice in contemporary health care environments. It incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes. Curricular concepts have been aligned to incorporate indicators from the AACN Essentials, NLNAC/ACEN Competencies, QSEN Competencies, IOM Report, Healthy People 2020 and the PEW Commission Report.

St. John's College Curriculum Concepts and Health Care Driving Forces

Curriculum Concepts	Caring	Communication	Critical Reasoning	Professionalism
Driving Forces				
American Association of Colleges of Nursing (AACN) Baccalaureate Essentials	I. Liberal education for baccalaureate generalist nursing practice V. Health care policy, finance and regulatory environments VII. Clinical prevention and population health	IV. Information management and application for patient care technology IV. Information management and application for patient care technology	II. Basic organizational and systems leadership for quality care and patient safety III. Scholarship for evidence-based practice	VI. Interprofessional communication and collaboration for improving patient health outcomes VIII. Professionalism and professional values
National League for Nursing (NLN) Competencies	Human flourishing		Nursing judgment spirit of inquiry	Professional identity
Quality and Safety Education in Nursing (QSEN) Competencies	<ul style="list-style-type: none"> Safety Patient-centered care 	Informatics	Evidence-based practice quality improvement	Teamwork collaboration
Institute of Medicine (IOM)	Patient-centered care	Informatics	Evidence-based practice quality improvement	Interdisciplinary teams
Healthy People 2020	<ul style="list-style-type: none"> Increase core clinical prevention and population health Increase health promotion and disease prevention. Culture of diversity Environmental health Public health systems Global health 	Evaluation of health sciences literature		
Pew Commission	<ul style="list-style-type: none"> Apply knowledge of new sciences Role of primary care giver Advocate for policy that protects public health Incorporate the multiple determinants of health in clinical care Integrate population-based care Preventative care Access of care Patient-entered care Cultural sensitive care 	Informatics	<ul style="list-style-type: none"> Provide-evidence based care Demonstrate critical thinking, reflection and problem-solving skills Quality Improvement 	<ul style="list-style-type: none"> Exhibit ethical behavior Partner with communities Interdisciplinary teams Leadership Life-long learning

St. John's College Master's Curriculum Outcomes/Standards and Health Care Driving Forces/Competencies

Curriculum Concepts	Caring	Communication	Critical Reasoning	Professionalism
Driving Forces				
Master's program outcomes	Make value judgments within context of specific program type (ACEN). <i>Uses advanced nursing role competencies to lead and partner with other health professionals in the design, coordination and evaluation of wholistic patient care.</i>	<i>Initiate effective interprofessional collaboration and communications to serve as an integrator within and across systems of care.</i>	<ul style="list-style-type: none"> Master analytical problem-solving (ACEN) Apply scientific knowledge (ACEN) <i>Elucidates major theories, research methods and approaches to scholarly inquiry and illustrates the application and relationship to advancement of health.</i>	<ul style="list-style-type: none"> Independent thinker Apply scientific knowledge (ACEN) <i>Apply and integrate advanced knowledge of nursing science, system and organizational science to further professional practice and influence health care outcomes.</i>
American Association of Colleges of Nursing (AACN) Masters Essentials	Essentials 2,3,6,7,8,9	All essentials	All essentials	Essentials 1,4,6,7,8,9
National League for Nursing (NLN) Competencies	Human flourishing		Nursing judgment spirit of inquiry	Professional identity
Quality and Safety Education in Nursing (QSEN) Competencies	<ul style="list-style-type: none"> Safety Patient-Centered Care 	<ul style="list-style-type: none"> Teamwork and Collaboration Informatics 	Evidence-based practice	Quality
Institute of Medicine (IOM) Future of Nursing	<ul style="list-style-type: none"> Coordinate increasingly complex care Reengineered care processes Coordination of care 	Diffusion of innovation	Lead change within health care delivery systems, methods for quality improvement and system redesign, including health policy and research. Knowledge and skills.	<ul style="list-style-type: none"> Lifelong learning. Leadership competencies to lead change and advance health as care coordinators, health coaches and system innovators. Development of effective teams.
Healthy People 2020 (US Dept. HHS)	<ul style="list-style-type: none"> Increase core clinical prevention and population health Increase health promotion and disease prevention. Culture of diversity Environmental health Public health systems Global health 	Evaluation of health sciences literature		
Pew Commission	<ul style="list-style-type: none"> Apply knowledge of new sciences Role of primary care giver Advocate for policy that protects public health Incorporate the multiple determinants of health in clinical care Integrate population-based care Preventative care Access of care Patient-entered care — cultural sensitive care 	Informatics	<ul style="list-style-type: none"> Provide evidence-based care Demonstrate critical thinking, reflection and problem-solving skills Quality improvement 	<ul style="list-style-type: none"> Exhibit ethical behavior Partner with communities Interdisciplinary teams Leadership Life-long learning
Nurse Practitioner Core Competencies Content	<ul style="list-style-type: none"> Health delivery system competencies Ethics competencies 	Technology and information literacy competencies	<ul style="list-style-type: none"> Scientific foundation competencies Quality competencies 	<ul style="list-style-type: none"> Leadership competencies Practice inquiry competencies Independent practice competencies
AONE Nurse Executive Competencies	Communication and relationship building	Communication and relationship building	<ul style="list-style-type: none"> Knowledge of health care environment Business skills 	Professionalism

Baccalaureate and Masters Programs Goals and Outcomes

Baccalaureate Program Goals

The baccalaureate program goals for St. John's College, department of nursing are to:

1. Prepare caring graduates to function as generalists in a variety of health care settings serving diverse populations.
2. Foster the development of graduates who value lifelong learning and are prepared for graduate education.
3. Facilitate personal and professional development enabling the graduate to contribute to the community.

Baccalaureate Program Outcomes

1. Practice from a caring wholistic framework that fosters client safety and quality care across the life span. Caring goal 1
2. Exhibit communication techniques that facilitate relationship-based care and promote professional working relationships. Communication goals 1 and 3.
3. Demonstrate critical reasoning that is informed by scholarly inquiry and that is framed by the principles of evidence-based practice. Critical reasoning goals 1, 2 and 3.
4. Synthesize knowledge from liberal arts education and nursing science within the context of Christian educational ministry, to further professional nursing practice. Professionalism goals 1, 2 and 3.

The mission, values, vision, purpose and philosophy of St. John's College serve as our foundation and guiding force for the baccalaureate nursing curriculum. The values serve as a platform that joins our foundational precepts with our concepts. Four core concepts are interconnected and serve as pillars for curriculum development. Emerging from the concepts are the curricular outcomes that are central to the embodiment of what the faculty believe a generalist baccalaureate professional nurse should represent. The curricular outcomes serve to measure each learner's progress through the curriculum.

Course outcomes spiral or flow toward the end of program or curricular outcomes.

The following demonstrates the alignment of the four college outcomes and the AACN baccalaureate essentials.

Curricular Outcomes

1. Caring

Practice from a caring wholistic framework that fosters client safety and quality care across the life span (essentials 2, 7, 9; SJC-caring).

- a. Foster a wholistic caring environment and a culture of safety to improve care quality, client safety and health outcomes (essential 2).
- b. Collaborate with team members to provide spiritually and culturally sensitive care including: health promotion, health maintenance and health restoration across the lifespan (essential 7).
- c. Implement wholistic, client-centered care that reflects an understanding of human biological, psychosocial and spiritual needs including principles related to growth and development, pathophysiology, pharmacology and medical and nursing management across the life span and across health care settings (essential 9).

2. Communication

Exhibit communication techniques that facilitate relationship-

based care and promote professional, working relationships (essentials 4 and 6; SJC - communication).

- a. Exhibit the ability to use informatics to effectively communicate within and across disciplines (essential 4).
- b. Use standardized terminology that reflects nursing's unique contribution to client outcomes (essential 4).
- c. Uphold ethical standards, confidentiality and regulatory requirements when using technologic devices to communicate (essential 4).
- d. Contribute to the health care team as a professional nurse by using communication and collaborative skill building techniques to deliver relationship-based care (essential 6).
- e. Incorporate effective communication techniques, including negotiation and conflict resolution skills within the practice setting, to produce positive professional working relationships (essential 6).

3. Critical Reasoning

Demonstrate critical reasoning that is informed by scholarly inquiry and that is framed by the principles of evidence-based practice (essentials 2, 3, 7, 9; SJC- critical reasoning).

- a. Apply evidence to clinical practice by integrating scholarly inquiry with an understanding of the elements of the research process (essential 3).
- b. Integrate evidence, clinical judgment, inter-professional perspectives and patient preferences in planning, implementing and evaluating outcomes of care (essential 3).
- c. Retrieve and evaluate the creditability of sources of information (essential 3).
- d. Employ structure, process and outcome measures, principles of scholarly inquiry and critical reasoning skills to identify clinical phenomena, ask clinical questions and assess the effectiveness of evidence-based interventions (essentials 2, 9).
- e. Demonstrate critical reasoning and clinical judgment to manage the interaction of multiple acute and chronic functional problems for a group of clients across the lifespan (essential 9).
- f. Use clinical judgment when developing population-based interventions that take into account determinants of health, available resources, cost effectiveness and the range of activities that contribute to health and prevention of illness, injury for vulnerable populations (essential 7).

4. Professionalism

Synthesize knowledge from liberal arts education and nursing science within the context of Christian educational ministry, to further professional nursing practice (essentials 1, 2, 5, 8 and 9; SJC - professionalism).

- a. Synthesize theories and concepts from liberal education and nursing science to construct an understanding of the human experience (essential 1).
- b. Abide by regulatory requirements and exhibit accountability in upholding values, standards, ethical principles and beliefs fundamental to the profession of nursing (essential 8).
- c. Demonstrate the generalist role of advocate, educator, designer, coordinator, manager and evaluator of care (essential 8).
- d. Examine how socio-cultural, economic, legal and political factors impact health care delivery, workplace safety, care

- quality and the scope of nursing practice (essential
- e. Display accountability and leadership when delivering care, when coordinating health care team activities and when providing oversight of care delivery across a variety of settings (essentials 2).
- f. Perform health promotion, risk prevention and population focused interventions with attention to effectiveness, efficiency, cost-effectiveness and social justice (essential)
- g. Use health care outcomes data, an understanding of complex organizational system processes and principles of quality improvement to identify clinical questions and initiate practice improvement projects (essential 2).

Curriculum content spirals and includes an emphasis on diversity and global health, genetics, technology, QSEN competencies and interprofessional education.

The students' progressive attainment of course outcomes and the graduates' achievement of the college outcomes are measured using a variety of survey instruments designed to produce valid and reliable data for analysis and recommendations according to the college's systematic plan for evaluation.

College outcomes are measured throughout the nursing program. Levels of achievement are measured at the junior and senior years to be certain that students are on track to meet end of program outcomes. Course outcomes are aligned with college outcomes (caring, communication, critical reasoning and professionalism) and are spiraled throughout the curriculum. The student's ability to demonstrate course outcomes is assessed and evaluated through data collected from the test scores, student's clinical evaluations, ATI testing, junior and senior year surveys, and assessment day discussions.

The Course Outcome Plan and Evaluation (COPE) tool is used to assess aggregate student learning and attainment of student outcomes. A table in the COPE follows the course description and course outcomes that aligns the course module (concept-based) and correlated course outcome to specific teaching/learning assignments, exemplars, embedded concepts, and methods for assessing student learning, individual/class evaluation data and an analysis of the assignment and plan for the following year.

Master's Program Goals

The master's program goals for St. John's College of Nursing are to:

1. Prepare caring graduates to function in advanced nursing practice roles, including family nurse practitioner and nursing administrator, in a variety of health care settings serving diverse populations.
2. Foster the development of graduates who value lifelong learning and are prepared for doctoral education, including the DNP and PhD.
3. Facilitate personal and professional leadership development enabling the graduate to lead positive change within the community.

Master's Program Outcomes

The graduate program at St. John's College, department of nursing prepares nurses for advanced practice who:

1. Use advanced nursing role competencies to lead and partner with other health professionals in the design, coordination and evaluation of wholistic client care. Caring goals 1 and 3.
2. Initiate effective interprofessional collaboration and communications to serve as an integrator within and across systems of care. Communication goals 1 and 3.
3. Illustrate the application of theories, research methods and approaches to scholarly inquiry to the advancement of health. Critical reasoning goals 1 and 2.
4. Integrate advanced knowledge of nursing science, system and organizational science to further professional practice and influence health care outcomes. Professionalism goals 1, 2, and 3.

Approved 05/2018

Glossary

Caring

Caring is the commitment to the welfare of others through the therapeutic use of self and is based upon reflective professional knowledge, attitudes and skills. Caring is based on an inter-professional, biologic, psychosocial and spiritual framework for viewing the client holistically. Caring provides the context for approaching and navigating health care across the lifespan.

- **Cultural awareness:** The ability to use professional knowledge and skill to demonstrate behaviors which reflect personal values of understanding, accepting, respecting and caring for individuals from different societal systems.
 - Cultural humility: Humility acknowledges that power imbalances exist between individuals, families, communities and populations both within the health care environment and broader social structures. Cultural humility recognizes the need for social justice and is demonstrated by advocacy principles on behalf of vulnerable populations.
 - Cultural sensitivity: Involves the use of professional knowledge and skill to communicate in a manner that is polite and respectful of the values of all individuals.
 - Diversity: Represents the broad range of human variables such as race, ethnicity, spiritual beliefs, sexual orientation, age, economic status, group affiliation, gender or disability.
- **Spirituality:** The life force of individuals that provides meaning, purpose, transcendence and connectedness in a vertical relationship with a higher power as expressed in a horizontal relationship with others.

Christian healing ministry

Our beliefs about man, health, nursing and the internal and external environment are deeply rooted in our Christian values and Franciscan traditions. Christ demonstrated God's love for humankind through His teachings and His healing ministry. We participate in this ministry as we provide and teach others to provide health services.

Client

An individual, family, group, community or population who is the recipient of professional nursing care. The client is created in God's image and therefore possesses intrinsic value and dignity. Each person is a unified, intricate whole embracing biological, psychosocial, spiritual and cultural aspects. Man becomes client when he interacts with nursing.

- **Individual:** The individual is comprised of biologic, psychosocial and spiritual elements that are dynamically interwoven and effect and are affected by internal and external environments. All individuals possess self-worth and are deserving of respect and dignity.
- **Family:** Two or more individuals that through biologic, genetic or kinship bonds identify their relationships as interdependent.

- **Group:** Individuals who share common interests or goals through membership in a collection of individuals. Groups can be temporary or permanent depending on the function and purpose of the group.
- **Community:** A larger group of individuals who have a unifying characteristic that integrates the group into society.
- **Population:** A population is composed of a societal or cultural group of individuals who have personal or environmental characteristics in common.

Communication

A dynamic interactive process whereby information, ideas and perceptions are transferred between and among individuals.

- Intrapersonal communication: Intrapersonal communication is an internal cognitive process that helps one reflect upon, interpret and respond to events.
- Interpersonal communication: Interpersonal communication is a collection of contextually perceived sensory processes used to share information between the sender and receiver.

Community stewardship

Community stewardship is one's sense of duty and responsibility to efficiently care for and share emotional, physical and material resources.

Critical reasoning

The metacognitive reflective thinking process that is creatively and imaginatively aware of human need and that is based on evidence from scientific theory, research or benchmarked from the best evidence.

- Critical thinking: Is a process of inquiry that employs principles of lifelong learning and processes of systematic inquiry which assist the nurse to recognize clinical phenomena, ask clinical questions, evaluate the effectiveness of interventions and make soundly reasoned clinical judgments.

Education

Education is a life-long process of development that fosters values, knowledge and skills that are demonstrated through behaviors reflective of positive contributions to the profession and to society at large.

- Baccalaureate nursing education provides a broad foundation in the sciences and humanities to develop practitioners who can make critically reasoned decisions, care holistically, communicate effectively, practice professionally and become a contributing member of society. Baccalaureate educational processes in nursing foster a sense of professional identity, accountability and caring through the internalization of shared values, knowledge, attitudes and skills. Baccalaureate education in nursing prepares graduates for effective, responsible leadership in a variety of practice settings within both the current and emerging nursing profession. Baccalaureate graduates evaluate their nursing practice with consideration of current theoretical developments and research to produce evidenced based caring strategies.

Baccalaureate graduates are practice generalists. Baccalaureate nursing education provides the foundation for advanced practice, specialization and research through graduate education. Master's education in nursing prepares nurses for flexible leadership and critical action within complex, changing systems, including health, educational and organizational systems. Master's education equips nurses with valuable knowledge and skills to lead change, promote health and elevate care in various roles and settings (AACN Essentials of Master's Education in Nursing, 2011).

Our beliefs about human beings, society, education, health and nursing along with our commitment to the philosophy of caring are deeply rooted in our Christian values and Franciscan traditions. Christ demonstrated God's love for humankind through His teachings and His healing ministry. St. John's College, department of nursing seeks to participate in this healing ministry as we educate generalist nurses at the baccalaureate level.

- Evidence-based teaching: The systematic, goal oriented, reflective practice of fostering student learning that is based on best evidence, scholarly inquiry and research in support of teaching effectiveness and learning outcomes
- Learning: A persistent life-long process whereby individuals reflect upon new information and their lived experience to construct new meaning and understanding. To fully participate in the educational process the learner should exhibit intellectual curiosity, emotional commitment, openness to change and potential for gaining insight or changing perceptions within the cognitive, affective and psychomotor domains.
- Liberal education: The Association of American Colleges and Universities (AAC&U), defines liberal education as one that intentionally fosters, across multiple fields of study, wide ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility and the demonstrated ability to apply learning to complex problems and challenges (AAC&U, 2007, p.4).
- Teaching: A deliberate process that facilitates active learning so that the learner can develop patterns of understanding and a commitment to continued inquiry.
- Teaching/learning process: An active process and a respectful exchange of ideas between the student and the teacher and is based upon scholarly rigor and the pursuit of understanding.
- Scholarly inquiry: A motivated investigation that seeks understanding and truth.
- Simulation: An activity that mimics the reality of a clinical environment and is designed to develop cognitive, affective and psychomotor skills through interaction learning.

Environment

The internal environment is the biologic, psychosocial and spiritual domains comprising the client. The external environment is that contextual setting outside the physical, emotional and spiritual aspects of the client and includes cultural and socioeconomic influences. Health status is influenced by the

client's perception of the interaction between the internal and the external environments.

Health

A dynamic state of homeostasis which is a product of interactions between the client's internal and external environments

- Life span: The process of life that begins with conception and ends with death.
- Determinants: Health determinants represent the complex interrelationships between the internal and external environments. The client's perception of these complex interrelationships influences health.
- Literacy: Health literacy is the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (US. Department of Health and Human Services, 2000)
- Promotion: Health promotion refers to those activities aimed at preventing health problems and preventing disease.
- Maintenance: Health maintenance is those activities designed to prevent the deterioration of biologic, psychosocial or spiritual status, prevent injury, promote safety and oversee disease management.
- Restoration: Health restoration is those activities that are designed to address debilitating states, acute illness or injury and return the client to a self-defined state of health.
- Wellness: A multidimensional process by which the client perceives positive health status or a state of well-being. Wellness is not simple the absence of disease.

Professional

A discipline governed by a unique and specific body of knowledge that allows the members to provide services dictated by their body of knowledge.

Professionalism

Professionalism in professional nursing practice is governed by scientific and liberal arts knowledge that allows nursing to function autonomously and interdependently with other disciplines.

Professional nursing

- Professional nursing generalist: The generalist nurse provides care in and across all environments. Nurses focus on individual, family, community, and population health care, as they monitor and manage aspects of the internal and external environments to foster health. Baccalaureate generalist nurses are designers, coordinators, and managers of care. The generalist nurse, prepared at the baccalaureate level, will have the knowledge and authority to delegate tasks to other healthcare personnel, as well as to supervise and evaluate these personnel. As healthcare providers who function autonomously and interdependently within the health care team, nurses are accountable for their professional practice and image, as well as for outcomes of their own and delegated nursing care. Nurses are members of health care teams, composed of professionals and other personnel who deliver treatment and services in complex, evolving health care systems. Nurses bring a unique blend of knowledge, judgment, skills and caring to the health care team.

- Professional nursing advanced nursing practice: The master's prepared nurse is educated to lead change to improve quality outcomes, advance a culture of excellence through life-long learning, build and lead collaborative interprofessional care teams, navigate and integrate care

services across the health care system, design innovative nursing practices, and translate evidence into practice (AACN, Essentials of Master's Education in Nursing, 2011).

* See extended glossary.

Section VII

Faculty Orientation

The overall purpose of faculty orientation is to assist the new faculty member to achieve a feeling of security in the new position, and to assist in effective functioning as a colleague in the group. A new faculty member is provided adequate time to become orientated to the new position, and to prepare for class and clinical experience. To facilitate an ongoing program, a preceptor is appointed to work with

the new instructor. Other faculty members are involved in the orientation by participating in planning and providing information.

The orientation should be completed within 30 days of employment and include those topics on the faculty orientation check list.

	Optimal time from date of hire:	Orientation directed by:	Orientation assisted by:	Others/ Comments
Physical Facilities <ol style="list-style-type: none"> 1. HSHS St. John's Hospital Tour including employee health and store room B (for office shelves, cabinets and chair) 2. St. John's Health Sciences Library physical tour and orientation (Library Faculty Guide) 3. College tour 4. Introduction to college/hospital personnel 5. Faculty resources (teaching supplies, equipment etc.) 6. Keys to office and reception desk 	All: One week		Health Sciences Library staff Mentor and receptionist Secretarial staff	
Technology <ol style="list-style-type: none"> 1. Computer 2. HESI Testing 3. Canvas Registered in Canvas by college administrator Invited by course chair 4. Pyxis (if applicable) 5. Telephone (manual and hook up) 6. Outlook email (office tutorials) and calendar instruction 7. Clickers 8. SJS internet portal/tutorials/CBLs link (tutorial) 9. EPIC training MMC eMAR tutorial if applicable 11. I drive 12. Textbook technology 13. Citrix at home (info handout) 14. IT support Help desk #44980 15. People Soft sign on 16. SONIS sign on 	1 week 1 month 2 weeks 1 week 1 week 2 weeks 1 month Before clinical 2 weeks before clinical 2 weeks 2 weeks 2 weeks 2 weeks 2 weeks		Mentor Technology rep/faculty expert	PYXIS password confidentiality form at: SaintsNet>Depts>Pharmacy>Directives>Addl Policy and Procedures>Password Conf. form HSHS St. John's Hospital electronic record training Faculty Publishing book rep.
College Structure and Governance <ol style="list-style-type: none"> 1. Mission statement and purposes 2. Philosophy statement 3. Program goals 4. Systematic plan of evaluation (SPEs) 	1 - 6 months	Academic dean		

	Optimal time from date of hire:	Orientation directed by:	Orientation assisted by:	Others/ Comments
Administration and Organization of College 1. Organizational chart of college 2. College assembly (procedures, calendar of events, scheduled meetings etc.) 3. Committee structure 4. Faculty contract/workload 5. Advisement I drive 6. Faculty evaluation 7. Faculty handbook I drive	1 - 2 months 1 - 2 months	Academic dean Academic dean		
Student Support Services 1. Financial aid discussion 2. Student/employee health 3. Student/employee assistance program (brochures available) 4. Student development 5. Student registrar 6. FERPA 7. Student handbook I drive 8. Student organizations 9. Advisement guidelines (included in faculty handbook) I drive	1 - 2 months		Financial aid officer Student development or admissions officer Admissions officer/registrar Admissions officer/registrar Student development rep. Admissions officer/registrar and mentor	
Curriculum 1. Development 2. Curricular framework (concept-based) 3. Active learning principles 4. Student progression 5. Nursing and health model 6. Program goals 7. Jr. and Sr. objectives 8. EOPSLOs	1 - 6 months	Academic dean		
Classroom Instruction 1. Course outline 2. Course syllabus 3. Course evaluation 4. Student grades 5. Test development and process (Faculty are encouraged to attend a workshop on test construction) 6. Remediation 7. Student referral process 8. Record keeping 9. Textbook support: Technological Testing/Learning Platforms Curricular Resources / Company Representative Contacts	2 - 6 months	Course chair	Mentor	
Clinical/Lab/Simulation Instruction 1. Student expectations and limitations 2. Student assignments 3. Writing and administering student evaluations 4. Care plans 5. Pre- and-post conferences 6. Remediation 7. Student referral process 8. Community agencies/affiliation agreements 9. Record keeping 10. Outside facilities/experience 11. Shadow an RN on clinical unit	2 - 6 months	Course chair	Mentor/Lab faculty	

	Optimal time from date of hire:	Orientation directed by:	Orientation assisted by:	Others/ Comments
Clinical/Lab/Simulation Instruction (cont.) 12. Nursing Orientation at SJH (IV pumps, PCA pumps, bed alarms, PYXIS, organization wide policies, modified EPIC training)				
Professional Development 1. Certification for nurse educator optional for full-time faculty (online courses available through the NLN website. NLN home page AACN home page				
Human Resources 1. Insurance (Open packet when received; default package if not signed up within timeframe) 2. Discuss holiday and PTO time, benefits	2 weeks		Human resources rep.	

Faculty Orientation Evaluation

When you assumed the position of nurse educator at St. John's College of Nursing you were oriented to the hospital, college and specific responsibilities. We would appreciate feedback from you to evaluate the present orientation program.

Please rate your orientation for each area according to the scale:

1 - Excellent 2 - Above Average 3 - Average
 4 - Below Average 5 - Poor

	Excellent 1	Above Ave. 2	Average 3	Below Ave. 4	Poor 5
Physical Facilities 1. HSHS St. John's Hospital tour 2. St. John's Health Science Library 3. College tour 4. Introduction to college/hospital personnel 5. Discussion regarding faculty resources (teaching supplies, equipment, pagers, etc.) 6. Francis					
Comments/suggestions:					
College Structure and Governance 1. Mission statement and purposes 2. Philosophy statement 3. Program goals 4. Systemic plan of evaluation					
Comments/suggestions:					
Administration and Organization of College 1. Organizational chart of college 2. College assembly (procedures, calendar of events, scheduled meetings, assignment day, etc.) 3. Committee structure 4. Faculty contract 5. Required competencies 6. Faculty evaluation 7. Faculty handbook					
Comments/suggestions:					

	Excellent 1	Above Ave. 2	Average 3	Below Ave. 4	Poor 5
Student Support Services					
1. Financial aid office					
2. Student/employee health					
3. Student/employee assistance program					
4. Student development officer					
5. Student registrar					
6. Student handbook					
7. Student organizations (NSNA, student government, junior and senior class)					
8. Advisement guidelines					
Comments/suggestions:					
Curriculum					
1. Development					
2. Conceptual framework					
3. Student progression					
4. Program goals					
5. COPE					
Comments/suggestions:					
Classroom Instruction					
1. Course outline					
2. Course syllabus					
3. Course evaluation					
4. End-of-course summaries					
5. Student grades					
6. Test development and process					
7. Use of scantron					
8. Remediation					
9. Learning management system					
10. Student referral process					
10. Record keeping					
Comments/suggestions:					
Clinical/Lab/Simulation Instruction					
1. Student expectations and limitations					
2. Student assignments					
3. Student evaluations (midterm and final)					
4. Care plans					
5. Pre- and-post conferences					
6. Remediation					
7. Student referral process					
8. Community agencies					
9. Record keeping					
Comments/suggestions:					
Is there any area of your orientation this evaluation form does not address? Please explain:					
Additional comments/suggestions:					

Evaluation of Faculty Mentorship Program

Please help us evaluate the effectiveness of the faculty mentorship/ orientation program. Rate each item using the scale at right, and please answer other questions as applicable.

1 - Strongly Agree
2 - Agree
3 - Neutral

4 - Disagree
5 - Strongly Disagree
NA - Not Applicable

The following were helpful:	1	2	3	4	5	N/A
1. Needs assessment and faculty teaching style inventory						
2. Identity shift from expert clinician to novice faculty member						
3. Measuring learning outcomes: project test construction and analysis <ul style="list-style-type: none"> • Test bank quality • Test analysis statics and how to interpret them • Determining a quality test question • Test construction 						
4. Test taking skills for students and P2S						
5. Learning styles effect my teaching style						
6. Clinical questioning, critical reasoning and clinical instruction <ul style="list-style-type: none"> • Relationships with clinical unit • Select appropriate clinical learning activities • Evaluating student's clinical performance • Pre- and post-conference • Student failing to meet clinical outcomes • Writing clinical evaluations • To simulate or not to simulate 						
7. Three Fold Role (teaching, service, scholarship)						
8. Scholarship of teaching and portfolio development						
9. Teaching philosophy development						
10. Legal and ethical issues in nursing education <ul style="list-style-type: none"> • St. John's College policies and procedures • Academic violations • Social violations • FERPA • Student's rights and responsibilities 						
11. Curriculum development and student learning assessment: HESI, NCLEX and BSN Essentials						
Additional comments/suggestions:						
What support to you need?						

Faculty Affairs Committee Evaluation Form for Faculty Orientation

Please help us evaluate the effectiveness of the faculty orientation.
Rate each item using the scale at right and please answer other questions as applicable.

1 - Strongly Agree
2 - Agree
3 - Neutral

4 - Disagree
5 - Strongly Disagree
NA - Not Applicable

	1	2	3	4	5	N/A
1. I received essential information during the HSHS colleague orientation.						
Comments:						
2. I received essential information during college orientation.						
Comments:						
3. My clinical orientation met my needs.						
Comments:						
4. My clinical mentor is supportive.						
Comments:						
5. My clinical mentor is available.						
Comments:						
6. My faculty mentor is supportive.						
Comments:						
7. My faculty mentor is available.						
Comments:						
8. The faculty handbook has been a good resource.						
Comments:						
9. The student handbook has been a good resource.						
Comments:						
10. St. John's College web site has been a good resource.						
Comments:						
What suggestions do you have for improving faculty orientation?						
What support do you need?						
Other comments:						

Section VIII

Course and Clinical Management

The college uses standardized syllabi templates and canvas course outlines for each program. These are available at:
I:\College_Staff and Faculty\Syllabus Templates

St. John's College, Course Chairperson Guidelines

Definition:

Course chairperson is a faculty member appointed by the chancellor or academic dean to plan and organize the schedule and activities of an assigned course in collaboration with course faculty. This individual works to plan and continuously improve the quality of the course and has workload credit for course chair responsibilities.

Socialization:

- Role model leadership with your team.
- Welcome new/returning faculty.
- Include all course faculty in course planning and course decisions.
- Socialize new faculty to the role of educator as it pertains to the course.
- Encourage teamwork and collaboration and overall harmony within the course.
- Responsiveness to student and faculty concerns as it pertains to the course.
- Help build relationships with new faculty and clinical/agency staff.

Course management:

- Review past course analysis (COPE and Assessment Day summary).
- Document course changes (feedback loop) in course minutes and COPE.
- Assure that course assignments and activities flow from the mission and course, outcomes.
- Assure that course documents align with college policies.
- Assure that any college assessment data needed is collected.
- Hold beginning, midterm and final course meetings with course faculty to plan and review course progress.
- All faculty should try to attend all three meetings including any simulation planning to facilitate an understanding of their role within the course.
- Obtain books and communicate requests for needed texts, equipment or lab supplies in a timely manner.
- Determine HESI needs for the semester and communicate this to HESI Representative.
- Identify for new faculty the location of college forms and teacher support material needed for participation in course, clinical work and student management.
- Early identification and early intervention of students at risk, including contacting advisors.
- Attend St. John's Hospital coordinating meetings to secure clinical sites as appropriate.
- Submit room requests.
- Coordinate class and clinical schedules; ask for assistance when needed.
- Review the final course syllabus before published in Canvas.
- Load/coordinate loading of course on Canvas.

- Take or coordinate attendance for the semester.
- Record desired course changes (have form accessible to all course faculty) throughout the semester to bring to final meeting.
- Submit midterm and final grades.
- Coordinate course evaluation forms and remind students to complete them.
- Notify dean of course issues as appropriate.
- Prepare suggestions for capital budget
- Facilitate process for learning contracts
- Facilitate clinical agreements

Cooperation with Clinical Agency Staff

The faculty plan to work cooperatively with the staff from clinical agencies to provide educational experiences and quality client care. Plans for achieving objectives will be communicated to representatives of cooperating contractual agencies and institutions on a consistent basis through a variety of ways. Prior to choosing an agency, faculty will contact the appropriate representative of the agency to discuss the feasibility of that agency providing clinical experiences for students. Criteria for choosing a clinical site will include the agency's accreditation status, compatible philosophies between the college and agency, the availability of positive role models, adequate client census, number of other students using the facility, staff involvement in both faculty and student orientation, staff cooperative attitudes toward students and their educational goals, and lastly, the physical environment in which the student will receive the clinical experience.

Copies of outlines and syllabi with course objectives will be given to contractual agencies annually by the nursing faculty. A meeting shall be held at least one time each year with the nursing faculty and the representative of the clinical agency for mutual sharing, scheduling of clinical experiences and evaluation purposes. Informal meetings with nurse managers and nurse faculty will be held at the beginning of each semester, as necessary to communicate objectives to be achieved in the clinical areas. A written summary evaluation will be given to each agency regarding the students' perceptions of the experiences and the opportunities those experiences offered the students in meeting the stated course objectives.

Articles of Affiliation

Articles of affiliation are prepared for agencies that will be used for clinical or other educational experiences. These include contracts for hospitals and health agencies. These written agreements define the relationship between the parties, the respective responsibilities and authority to each.

All of the written agreements are drafted by the college administration, faculty and cooperating facility. Contracts are revised annually or according to contractual terms regarding date of renewal. Contracts are signed by the chairperson of the college board, chancellor of the college and appropriate representatives of the cooperating hospitals, agencies or clinics. Following are the contractual agreements that are used by the college.

Clinical Facilities Assessment Tool

Date: _____

Semester: _____

Facility: _____

Evaluator: _____

Type of service offered: _____

Types of clients: _____

Number of clients: _____

Number of RNs: _____

Other disciplines: _____

Directions: Rate each item and circle the most appropriate response.

Include supportive data and comments in space provided after each question.

Evaluation scale: 1 – Poor 2 – Adequate 3 – Good 4 – Superior NA – Not applicable

General characteristics:

1. The philosophy and goals of the clinical facility are congruent with St. John's College of Nursing.
1 2 3 4 NA
2. A climate of acceptance toward faculty and students exists in the facility.
1 2 3 4 NA
3. Appropriate client records and reports are maintained and are accessible.
1 2 3 4 NA
4. A formal written contract or Letter of Agreement is initiated by St. John's College of Nursing with each prospective agency.
Yes No
5. The clinical facility assures faculty retains responsibility and accountability for student education.
Yes No
6. A prevailing cooperative interest in the students exists in the facility.
Yes No
7. The clinical facility provides for students' needs regarding lockers, conference rooms, parking, safety, etc.
Yes No

Standards

8. Care of clients is based on accepted standards of care.
1 2 3 4 NA
9. The facility retains control of and responsibility for quality of client care.
1 2 3 4 NA

10. The facility is approved by the appropriate accrediting bodies.
Yes No

11. A procedure manual is readily available to students.
Yes No

Learning experience

12. The variety of client care problems is sufficient to provide adequate experience.
1 2 3 4 NA
13. There are positive role models available among the professional staff.
1 2 3 4 NA
14. The average daily census of clients is adequate to learning needs of the students.
Yes No
15. Could the facility be used for other types of learning?
Yes No
16. Will this facility assist the student in meeting the course objectives?
Yes No
17. Does the clinical facility provide care delivery systems reflective of contemporary nursing practice?
Yes No

Overall strengths:

Overall weaknesses

Comments:

Recommend use of this facility? If yes, which course?

AFFILIATION AGREEMENT BETWEEN

AND

St. John's College of Nursing

THIS CLINICAL AFFILIATION AGREEMENT (the "Agreement") is entered into as of the date of last signature ("Effective Date"), by and between _____ (the "Facility") and ST. JOHN'S HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS FOR AND ON BEHALF OF ST. JOHN'S COLLEGE (the "School") (collectively, the "Parties" or separately, a "Party").

WHEREAS, Facility is an Illinois ("State") licensed acute care hospital;

WHEREAS, the School desires to provide educational experiences to the students (hereinafter each a "Student" or collectively "Students") enrolled in one of the School's practical learning programs, as listed in Exhibit A, attached hereto and incorporated herein (hereinafter, each a "Program" or collectively the "Programs");

WHEREAS, Facility engages health care providers who provide quality health care services in Facility's service area and who are willing to assist Facility in supervising clinical education experiences for Students;

WHEREAS, Facility is willing to make available certain Facility sites, as listed in Exhibit B, attached hereto and incorporated herein, to the School, its employed faculty members, if applicable, and Students for the purpose of providing practical learning and clinical experiences through the Programs, which will necessarily include some activities and tasks performed by each Student; and

WHEREAS, requirements specific to each Program are set forth in Exhibit C;

NOW, THEREFORE, it is understood and agreed upon by the Parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

- 1.1. Provision of foundational curriculum to students. The School shall have the total responsibility for planning and determining the adequacy of the educational experience of Students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those Students who have satisfactorily completed the prerequisite didactic portion of the School's Program curriculum.
- 1.2. Student professional liability insurance.
 - 1.2.1. State Colleges and Universities. If college is a state college or university, college shall require Students participating in the practicum to maintain, and college shall provide proof to the Facility of, a personal student professional liability insurance policy of at least one million Dollars (\$1,000,000) per occurrence or claim and three million dollars (\$3,000,000) in the aggregate covering the acts of such Student while participating in the program at the Facility. Provided further, in the event the required insurance coverage is not provided or is canceled, the Facility may terminate the placement of the Student. Shared liability limits between students are prohibited. School will promptly notify hospital of any material modification or cancellation in such insurance. The above stated liability limits are for the payment of indemnity claims and are exclusive of legal fees and other defense costs.
 - 1.2.2. Other Colleges and Universities. Unless otherwise specified in Exhibit C, college shall require Students participating in the practicum to maintain, and college shall provide proof to the Facility of, a personal student professional liability insurance policy of at least one million dollars (\$1,000,000) per occurrence or claim and three million dollars (\$3,000,000) in the aggregate; and general liability coverage of at least one million dollars (\$1,000,000) per occurrence or claim and two million dollars (\$2,000,000) in the aggregate covering the acts of such Student while participating in the program. Such insurance coverage must be placed with an insurance carrier acceptable to the Facility. Certificates of insurance evidencing coverage as specified above must be produced prior to Student participation in the Program. Shared liability limits between Students are prohibited. School will promptly notify Hospital of any material modification or cancellation in such insurance. The above stated liability limits are for the payment of indemnity claims and are exclusive of legal fees and other defense costs. College shall require Students participating in the Program to maintain comprehensive health insurance. In the event required insurance coverage is not provided or is canceled, the Facility may terminate the placement of the Student.
 - 1.2.3. Additional insurance coverage. Any additional applicable insurance coverage requirements shall be set out by the Parties in Exhibit C to this Agreement.
- 1.3. Designation of liaison to Facility; communications relating to clinical placements. The School will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The assignments to be undertaken by the Students participating in the Program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical, and by letter or telephone in other instances. The School shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.
- 1.4. Evidence of student certifications, vaccinations, etc. Where applicable, the School shall provide evidence that a Student has met all vaccination and certifications requirements, as required by law and Facility policy, which may include, without limitation, CPR certification, hepatitis B vaccination, and OSHA compliance for prevention of transmission of blood borne pathogens and TB, as described in further detail in Exhibit C.

- 1.5. Criminal background check and drug screen compliance. Where applicable, a criminal background check and drug screen, as specified in Exhibit C, and as required by and acceptable to the Facility, are required of each placed Student prior to participation in the clinical rotation. It is the School's responsibility to ensure that the background check and drug screening have been completed and that Students with unacceptable results will not participate at sites where Students with such results are forbidden by policy.
- 1.6. School notices to Students. The School shall notify each Student prior to his/her arrival at the Facility and shall ensure that he/she:
 - 1.6.1. Follows the administrative policies, standards, and practices of the Facility.
 - 1.6.2. Obtains medical care at his/her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.
 - 1.6.3. Provides his/her own transportation and living arrangements.
 - 1.6.4. Reports to the Facility on time and follows all established regulations during the regularly scheduled operating hours of the Facility.
 - 1.6.5. Conforms to the standards and practices established by the School while functioning at the Facility.
 - 1.6.6. Obtains prior written approval of the Facility and the School before publishing any material relating to the clinical learning experience.
 - 1.6.7. Meets the personal, ethical and professional standards required of employees of the Facility and consistent with the applicable professional code of ethics and the applicable standards of TJC and/or other relevant accrediting or regulatory bodies.
- 1.7. Qualifications of School faculty. The School represents and warrants that relevant faculty members are appropriately certified and/or licensed. Where applicable, the School will provide the Facility with copies of evidence of certifications or licensures, as specified in Exhibit C.

B. FACILITY RESPONSIBILITIES:

- 2.1. Provision of facilities for supervised clinical experiences. Subject to the provisions of Section 3.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the School in order to provide supervised clinical experiences to Students. Such facilities shall include an environment conducive to the learning process of the Students as intended by the terms of this Agreement and conforming to customary Facility procedures.
- 2.2. Facility rules applicable to Students. Students are to remain subject to the authority, policies, and regulations imposed by the School and, during periods of clinical assignment, Students will be subject to all rules and regulations of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility.
- 2.3. Patient care. While at the Facility, Students are not to replace the Facility staff, and are not to render services except as identified for educational value and delineated in the jointly planned educational. Any such direct contact between a Student and a patient shall be under the supervision of a supervisor designated by the Facility. The Facility shall at all times remain responsible for patient care.
- 2.4. Emergency treatment of Students. Emergency outpatient treatment will be available to Students while in the Facility hospital for clinical training in case of accident or illness. In case of emergency at a non-hospital Facility site, standard procedure will be followed. It is the Student's responsibility to bear the cost of the emergency treatment.
- 2.5. Designation of liaison to School; communications relating to clinical placements. The Facility shall designate a liaison responsible for coordinating the clinical placements. That person shall maintain contact with the School's designated liaison person to assure mutual participation in and surveillance of the clinical Program. The Facility shall notify the School in writing of any change or proposed change of the person(s) responsible for coordinating the clinical placements.
- 2.6. Identity and credentials of Facility supervising personnel. The Facility shall designate and submit in writing to the School the name, and where applicable the professional and academic credentials, of the individual(s) overseeing Student(s) experiences, as specified in Exhibit C.
- 2.7. School tour of Facility. The Facility shall, on reasonable request and subject to legal restrictions regarding patient health information, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the School and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.
- 2.8. Provision of relevant Facility policies. Where applicable, the Facility shall provide Student(s) and the School with the Facility's administrative policies, standards and practices relevant to the clinical placement, as specified in Exhibit C.
- 2.9. FERPA compliance. The Facility shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the School's Students who train at the Facility pursuant to this Agreement.

C. OTHER RESPONSIBILITIES:

- 3.1. Compliance with patient privacy laws. The School agrees to abide by and require its faculty and Students to abide by the Standards for Privacy of Individually Identifiable Health Information and all other regulations promulgated under Section 264 of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and other state or federal health information privacy and security laws (collectively, "Privacy Laws") in effect as of the Effective Date or as amended from time to time. Upon request, the Parties may amend the Agreement to conform with any new or revised Privacy Laws in order to ensure that Facility is at all times in conformance with all Privacy Laws. School and each Student acknowledges and agrees that each is a participant in Facility's organized health care arrangement ("OHCA"), and further agree to act in accordance with such OHCA designation.

- 3.2. Determination of instructional period. The course of instruction will cover a period of time as arranged between the School and the Facility. The beginning dates and length of experience shall be mutually agreed upon by the School and the Facility.
- 3.3. Determination of number of participating Students. The number of Students eligible to participate in the clinical placement will be determined and may be changed by mutual agreement of the Parties. Notwithstanding the foregoing, the Facility and the School agree and understand that the availability of clinical placements at Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, Facility may reduce the number of Students eligible to participate in the clinical education experience with prior notice to the School and adequate time for the School to reassign the Student(s) to another clinical site. The Facility agrees further to accommodate Students of the School who are similarly displaced from other clinical affiliates of the School to the extent that clinical space is available at the Facility.
- 3.4. Evaluation of Students' clinical experiences. Evaluation of the clinical learning experiences of the Students will be accomplished jointly by the School and the Facility. Appropriate School and Facility staff will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to Students.
- 3.5. Removal of Students.
 - 3.5.1. The School has the right to remove a Student from a clinical education experience. The School shall notify the Facility of such removal in writing.
 - 3.5.2. The Facility may immediately remove any Student participating in a clinical education experience from the Facility's premises for behavior that the Facility deems to be a threat to the health or welfare of its patients, staff members, visitors, or operations. The Facility, in its sole discretion, may also immediately remove any Student for the failure to adhere to any applicable policy, procedure, standard, or practice of the Facility. In such event, the Facility shall notify the School in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a Student for any other reason, it shall notify the School in writing of the reasons for the removal and shall consult with the School before removing the Student.
4. TERM OF AGREEMENT:

The initial term of this Agreement shall be for one (1) year, to commence on the Effective Date and terminate one (1) year thereafter. Thereafter, this Agreement shall automatically renew for additional one (1) year terms, until terminated as provided herein. Either Party may terminate this Agreement at any time, without cause or penalty, upon ninety (90) days prior written notice to the other Party. In the event that this Agreement is terminated, Students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.
5. ADDITIONAL TERMS:
 - 5.1. Ethical and Religious Directives. The Parties acknowledge that Facility is operated in accordance with the Ethical and Religious Directives for Catholic Healthcare Services as promulgated, from time to time, by the United States Conference of Catholic Bishops, Washington, D.C., of the Roman Catholic Church ("Ethical and Religious Directives"), and that the principles and beliefs of the Roman Catholic Church are a matter of conscience to Facility. It is the intent and agreement of the Parties that neither this Agreement nor any part hereof shall be construed to require Facility to violate said Ethical and Religious Directives in its operation and all parts of this Agreement must be interpreted in a manner that is consistent with said Ethical and Religious Directives. The School shall ensure that Students act in accordance with the Ethical and Religious Directives when engaged in clinical educational experiences at Facility.
 - 5.2. Compliance with laws. The Parties believe and intend that this Agreement complies with all relevant federal and state laws as well as relevant regulations and accreditation standards, including but not limited to Federal Health Care Program (as defined under 42 U.S.C. § 1320a-7b(f)), fraud and abuse laws (including the Anti-Kickback Statute and the Stark Law), and all of the rules and regulations promulgated pursuant to, and all of the cases or opinions interpreting such statutes and laws (collectively, "Laws").
 - 5.3. System Responsibility Program. Facility has in place a System Responsibility Program (the "Responsibility Program") which has as its goal, to ensure that Facility complies with Laws. The Responsibility Program focuses on risk management, the prevention of misconduct and the promotion of good corporate citizenship, including the commitment to uphold a high standard of ethical and legal business practices. The School acknowledges Facility's commitment to the Responsibility Program and agrees to conduct all activities which occur pursuant to this Agreement in accordance with the underlying philosophy of the Responsibility Program.
 - 5.4. Warranty of non-exclusion. Each Party represents and warrants to the other that it is not: excluded from participation in any Federal Health Care Program; debarred, suspended or otherwise excluded from participating in any other federal or state procurement or non-procurement program or activity; or designated a Specially Designated National or Blocked Person by the Office of Foreign Asset Control of the U.S. Department of Treasury. Each Party further represents and warrants to the other Party that to its knowledge, there are no pending or threatened governmental investigations that may lead to such exclusion. The School shall notify Facility in writing upon the commencement of any such exclusion or investigation within seven (7) business days of receiving first notice of such exclusion or investigation. Facility shall have the right to terminate this Agreement immediately upon learning of any such exclusion and shall be kept informed of the status of any such investigation.
 - 5.5. Independent Parties. Except as set forth in this Agreement, no action taken by either Party, or its officers, employees or agents pursuant to this Agreement, shall be deemed to create any partnership, joint venture, association or syndicate between the Parties, nor shall any such

action be deemed to confer upon either Party any express or implied right or authority to assume, or create any obligation or responsibility on behalf of, or in the name of, the other Party. The Parties to this Agreement are independent entities, contracting with each other solely for the purpose of carrying out the terms and conditions of this Agreement. Facility shall not be responsible for the payment of any federal, state or local taxes arising under or in connection with this Agreement, including, without limitation, the payment of actual and estimated tax liabilities, and Facility shall be indemnified and held harmless from any loss, cost, or liability arising out of the School's failure to do so.

- 5.6. Indemnification. Each Party agrees to indemnify and hold the other harmless from any and all claims, suits, damages, fines, penalties, judgments, liabilities and expenses (including reasonable attorney's fees and court costs) arising from (a) any negligent or willful act or omission of the Party, its agents, or employees, (b) breach of this Agreement or (c) violation of a Law; provided, however, that the School shall not be entitled to indemnification for any claims, liability, losses, or damages caused by the acts or omissions of any of its Students or faculty members assigned to Facility pursuant to this Agreement. Notwithstanding anything to the contrary in this Agreement, a Party's obligations with respect to indemnification for acts described in this Section shall not apply to the extent that such application would nullify any existing insurance coverage of such Party or as to that portion of any claim of loss in which an insurer is obligated to defend or satisfy. This Section 5.6 shall survive the expiration or earlier termination of this Agreement. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.
- 5.7. Non-discrimination. The Parties hereto shall abide by the requirements of Executive Order 11246, 42 U.S.C. Section 2000d and the regulations thereto, as may be amended from time to time, as well as any and all applicable rules and regulations of the State. There shall be no unlawful discrimination or treatment because of race, color, religion, sex, national origin, ancestry, military status, sexual orientation or handicap in the employment, training, or promotion of students or personnel engaged in the performance of this Agreement.
- 5.8. Employment status. No assigned Student or School faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such Student or faculty member be entitled to any fringe benefits, Worker's Compensation, disability benefits or other rights normally afforded to employees of the Facility.
- 5.9. Amendments. This Agreement may be amended only by an instrument in writing signed by the Parties.
- 5.10. Assignment. Neither Party may assign this Agreement or the rights or obligations hereunder without the specific written consent of the other Party, except that this Agreement may be assigned by Facility without the prior written approval of the School to an affiliate of Facility. For purposes of this Agreement, "Affiliate" shall mean any successor entity of Facility, or any entity controlled directly or indirectly by Facility or Hospital Sisters Health System.
- 5.11. Books and records. If this Agreement is a contract within the purview of Section 1861(v)(1)(I) of the Social Security Act (Section 952 of the Omnibus Reconciliation Act of 1980) and the regulations promulgated at 42 C.F.R. Part 420 in implementation thereof, the Parties agree to make available to the Comptroller General of the United States ("Comptroller General"), the Secretary of the Department of Health and Human Services ("Secretary") and their duly authorized representatives, for four (4) years after the latest furnishing of services pursuant to this Agreement, access to the books, documents and records and such other information as may be required by the Comptroller General or Secretary to verify the nature and extent of the costs of services provided by each Party, respectively. If either Party, upon the approval of the other Party, carries out the duties of this Agreement through a subcontract worth \$10,000.00 or more over a twelve (12) month period with a related organization, the subcontract will also contain an access clause to permit access by the Secretary, Comptroller General and their representatives to the related organization's books and records.
- 5.12. Corporate practice of medicine. Nothing contained herein shall be construed as allowing or authorizing Facility to engage in the practice of medicine, either directly or through its agents or employees. It is the intent of the Parties that any actions performed pursuant to this Agreement which constitute acts of medicine are not acts of, or by, Facility.
- 5.13. Counterparts; facsimile and pdf signatures. The Parties agree that this Agreement may be executed in multiple originals, each of which shall be considered an original for all purposes and, collectively, shall be considered to constitute this Agreement. The Parties further agree that signatures transmitted by facsimile or in Portable Document Format (pdf) may be considered an original for all purposes, including, without limitation, the execution of this Agreement and enforcement of this Agreement.
- 5.14. Entire agreement. This Agreement supersedes all previous contracts or agreements between the Parties for the same services, and constitutes the entire agreement between the Parties. Neither the School nor Facility shall be entitled to benefits other than those specifically enumerated herein.
- 5.15. Governing law. This Agreement shall be construed and governed by the laws of the State. Unless otherwise required by law, the Parties shall submit to the jurisdiction of the courts within the county where Facility is located in the State.
- 5.16. Headings. The headings and subheadings in this Agreement are inserted for convenience of reference only and shall not affect the meaning or interpretation of this Agreement.
- 5.17. Interpretation. The Parties hereto acknowledge that (i) each Party has reviewed the terms and provisions of this Agreement; (ii) the rule of construction to the effect that any ambiguities are resolved against the drafting Party shall not be employed in the interpretation of this Agreement; and (iii) the terms and provisions of this Agreement shall be construed fairly as to all Parties hereto and not in favor or against any Party, regardless of which Party was generally responsible for the preparation of this Agreement.

- 5.18. Notice. Notices or communications herein required or permitted shall be given to the respective Party by registered or certified mail, by overnight courier service (e.g., UPS), by electronic mail for which the sender has an electronic receipt, or by hand delivery, at the address listed under the Party's signature to this Agreement unless either Party shall designate a new address by written notice. The notice shall be deemed to be given as follows: (i) in the case of certified or registered mail, three (3) days after the date of its mailing; (ii) in the case of overnight courier service, on the next business day following mailing; (iii) in the case of electronic mail, on the date notice was sent; and (iv) in the case of hand delivery, on the date of its receipt by the Party entitled to it.
- 5.19. Severability. If any term, covenant, or condition of this Agreement or the application thereof to any person or circumstance shall be invalid or unenforceable, then the remainder of this Agreement and the application of any term or provision to any person or circumstances, other than those to which it is held invalid or unenforceable, shall not be affected thereby and all other terms shall be valid and enforceable to the fullest extent permitted by law.
- 5.20. Survival. Any provision which expressly or by its context requires, after termination of this Agreement, action or places obligations on the Parties to this Agreement, shall so survive the termination of this Agreement.
- 5.21. Third party rights. Except as otherwise expressly stated herein, the Parties do not intend to create any enforceable rights in any third party under this Agreement and there are no third party beneficiaries to this Agreement.
- 5.22. Waiver of breach. The waiver by either Party of a breach or violation of any provision of this Agreement shall not operate as nor be construed to be a waiver of any subsequent breach hereof.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

St. John's Hospital of the Hospital Sisters
of the Third Order of St. Francis for and
on behalf of St. John's College

By: _____

By: _____

Name: Jon Rozenfeld

Title: Interim President and CEO

Date: _____

Date: _____

HSHS St. John's Hospital
800 East Carpenter Street
Springfield, IL 62769

Recommended by:

Charlene S. Aaron, PhD, RN
Chancellor
St. John's College

EXHIBIT C

PROGRAM SPECIFIC REQUIREMENTS

Facility: _____**College:** St. John's College**Program:** Nursing

Facility requires:	YES	NO
1. For all schools, proof of professional liability insurance in a minimum amount of \$1 million per occurrence and, for non-state schools, proof of general liability insurance in a minimum amount of \$1 million per occurrence. (paragraph 1.2)	<input type="checkbox"/>	<input type="checkbox"/>
2. Verification that students have met requirements for: (paragraph 1.4)		
a. CPR certification	<input type="checkbox"/>	<input type="checkbox"/>
b. Immunizations		
i. Chickenpox (Varicella): Must have history of having Chickenpox disease, proof of immunity by titer or have received two doses of the varicella vaccine (Varivax) given one month apart.	<input type="checkbox"/>	<input type="checkbox"/>
ii. TB screening: A QuantiFERON TB Gold test within 90 days of start date or a TB skin test (TST) within 90 days prior to start date plus documentation of one other TST in the 365 days previous to start date.	<input type="checkbox"/>	<input type="checkbox"/>
iii. If neither of these options is available, then the requirement is a 2-step TST within 90 days of start date. A 2-step TST is one test then another 7-21 days later.	<input type="checkbox"/>	<input type="checkbox"/>
iv. Must have each of the following or meet v. below:		
1. Rubella (German measles) immunization - Immunity required by documentation of one live dose of Rubella vaccine given on or after first birthday or positive Rubella titer. If Rubella titer is negative, immunization is required unless pregnant.	<input type="checkbox"/>	<input type="checkbox"/>
2. Rubeola (Red measles) immunization- Immunity required by documentation of two live doses of Rubeola vaccine given on or after first birthday or positive Rubeola titer.		
3. Mumps immunization in 1969 or later written documentation of immunization of two live doses of mumps vaccine at 12 months of age or later or positive Mumps titer.		
v. MMR (Mumps, Measles, Rubella) immunization.: Two doses of MMR separated by more than one month and given on or after the first birthday.)		
vi. Adult Tetanus-Diphtheria (Td) vaccine or proof of 1-time dose of adult Tetanus, Diphtheria and Pertussis (Tdap) vaccine must be current within 10 years.	<input type="checkbox"/>	<input type="checkbox"/>
vii. Influenza immunization: Documentation of influenza vaccination for current season or declination, in compliance with the current influenza vaccination policy in effect at facility.	<input type="checkbox"/>	<input type="checkbox"/>
viii. Hepatitis B: Documentation of the hepatitis B vaccine series or proof of immunity by titer.	<input type="checkbox"/>	<input type="checkbox"/>
c. Compliance with OSHA requirements for prevention of transmission of blood-borne pathogens and TB		
3. The facility, through the employee health service, shall provide for post-exposure testing of source individual after all occupational blood/body fluid exposures which occur within the facility and are reported on facility's incident report forms. Beyond such testing, the school shall assume responsibility for its employees and students as follow-up to reported exposures of any kind (including blood/body fluid and any other type of exposure to infectious disease and/or hazardous material).	<input type="checkbox"/>	<input type="checkbox"/>
4. Criminal background check acceptable to facility.	<input type="checkbox"/>	<input type="checkbox"/>
5. Drug screen acceptable to facility.	<input type="checkbox"/>	<input type="checkbox"/>
6. Evidence of relevant faculties' certifications or licensures (paragraph 1.7)	<input type="checkbox"/>	<input type="checkbox"/>
7. Student/Practitioner/contractor shall conduct his/her/its practice and professional activities (or duties and responsibilities pursuant to this contract) in accordance with the "Ethical and Religious Directives for Catholic Healthcare Services" published by the United States Conference of Catholic Bishops, and the Ethical Directives of the Hospital, or any succeeding documents which may be adopted by the USCCB or the facility or their successors.	<input type="checkbox"/>	<input type="checkbox"/>
College requires:		
1. Copy of relevant facility policies (paragraph 2.8)	<input type="checkbox"/>	<input type="checkbox"/>
2. Evidence of academic credentials, certifications and licensures of individual(s) overseeing student(s) experiences (paragraph 2.6)	<input type="checkbox"/>	<input type="checkbox"/>
3. Other	<input type="checkbox"/>	<input type="checkbox"/>

Classroom Instruction

A. Class records

1. The instructor should check attendance for each class period on the class attendance record provided for this.
2. The college receptionist documents class attendance in communication with the course faculty.
3. Final class grades are to be entered into the college online system, Sonis, on the date specified on the academic calendar. Grades are to be recorded as letters. Students are able to access achieved grade reports in Sonis
4. If for any reason a student has withdrawn from the class, it is extremely important that the number of hours which the student has completed be reported.

B. Absence and tardiness (see student handbook and course syllabi)

1. Students may be excused from attendance at class for reasonable causes. The student will contact the class instructor regarding the day off needed and the reason for the need. If the student is excessively absent during a semester, the faculty member counsels with the student and makes appropriate referrals.
2. It is the student's responsibility to arrange for make-up of class time missed.
3. The syllabus for the specific course may be more specific as to absenteeism and make-up work.
4. If an instructor is delayed and unable to be in the classroom at the scheduled time, students should wait. Students may leave after 15 minutes, after having checked at the college office.

C. Assignments

1. Assignments should be guided by the level of the student, availability of references and materials needed, and the time required to complete assignments.
2. The instructor should consider the total class load of the student.
3. The instructor should insist that all assignments be turned in complete and on time.
4. The syllabus gives specific information regarding assignments.

D. Evaluation of students' theory learning

Examination and tests

1. Exams are all given electronically via Learning Management System. Reference the online testing policy below.

E. HESI tests

1. All students take the HESI Tests required by the college.
2. Students will be responsible for their own reviewing for all achievements and comprehensive tests, whether HESI or college comprehensives and for NCLEX.

F. Syllabus, course outline and course descriptions

All faculty follow the same format for development of the course syllabus, outline and description. Any change in format or basic course content must be approved through academic affairs committee. Syllabi and outlines are reviewed each year and brought up-to-date as needed.

G. Classroom hours

Each class is 50 minutes in length with a 10-minute break. Breaks can be given any time it is convenient for the instructor. Every effort should be made to end class on time to allow students to reach the next class before it begins.

H. Room scheduling

1. Schedules for classes are posted in Sonis for students to review.
2. Persons needing to make a room change or obtain a room should contact the receptionist for a room at the college.
3. Hospital conference rooms should be scheduled using the online system.

I. Audiovisuals

1. Instructors are responsible for familiarizing themselves with the type of software and equipment available. Instructors are responsible for turning off projectors and computers at the end of class.
2. In addition, materials can be obtained from the Health Sciences Library or from area libraries. See the librarian for assistance with ordering.

J. Classroom supplies

Materials required for class can be obtained from the college workroom or ordered through the college office.

K. Copy machines

The college copy machines are located on first floor and second floors. Problems with the copy machine should be referred to the person on duty at the reception area or in the college office. Copying privileges are extended to faculty at HSHS St. John's Hospital Health Sciences Library. Only materials found in that library may be copied there. All other materials should be copied at the college.

Textbook Review Process Guide

1. Identify important content areas for evaluation using the curriculum content.
2. Distribute the evaluation packets with criteria for evaluation of texts to the selected faculty members.
3. Compile and analyze the data from the evaluations.
4. Recommend a text to academic affairs committee.

Author: _____

Name of text: _____

Year: _____

Publishing name and address: _____

Cost of text: _____

Reviewer: _____

Date of review: _____

SA – Strongly Agree

A – Agree

D – Disagree

SD – Strongly Disagree

1. Is it congruent with the philosophy of the school?
SA A D SD
2. Is the content congruent with the curriculum?
SA A D SD
3. Are the concepts presented in depth with minimal duplication?
SA A D SD
4. Will it be a useful resource throughout the curriculum?
SA A D SD
5. Does it contain current and accurate information?
SA A D SD
6. Is it an easy to use reference?
SA A D SD
7. Does it reflect a reading level appropriate to our students?
SA A D SD
8. Are there adjunct instructional resources/materials?
SA A D SD
9. Is there accompanying software or website for student use?
SA A D SD

Guidelines for Clinical Agency Orientation

A. Objectives

1. To assist faculty in orientation of the student to the clinical agency area in order that he/she clearly understands the expectations.
2. To assist faculty in helping the student to understand his/her role in the health care setting to ensure effective learning.
3. To inform the agency of the learning needs and capabilities of the students.

B. Lines of Communication and Authority

1. Explanation of the lines of authority and chains of command.
 - a. Introduction of staff/agency members and job titles.
 - b. Explanation of responsibilities of staff/agency members.
 - c. Explanation to whom student is to report client progress, problems or concerns.
 - d. The nurse assigned to the client retains ultimate responsibility for management of the client's care. It is important for students to follow proper lines of authority when providing client care. Any documentation reserved for the nurse managing the client's care will not be signed by the student. (ex. in the hospital setting the graphic sheet requires an RN signature)
 - e. Faculty will inform students during orientation to the course how and where clinical assignments will be posted/communicated.

C. Student and Faculty Roles

1. It is the responsibility of each student and faculty to familiarize him/herself with the hospital, community setting and college policies and procedures. These policies and procedures will govern actions in the clinical and community areas and the college respectively. HSHS St. John's Hospital policies and procedures are found in the procedure manual and directives located in the learning lab. Community agency policies are found in each community setting facility. College policies and procedures are found in the faculty handbook, student handbook and student catalog.
2. All students and faculty will be expected to practice according to professional nursing standards.
3. The student is responsible to know his/her limitations and to communicate this information to the faculty and/or appropriate staff/agency member. The student is responsible for his/her actions. This is especially pertinent if he/she attempts to perform a nursing skill or to make a judgment beyond the student's scope of preparation and/or ability.
4. If the student has any doubts concerning abilities, this should be discussed with the clinical faculty. It is the responsibility of the student to consult with the clinical faculty prior to making a judgment or performing a nursing skill. Faculty may send students out of the clinical areas if they are not properly prepared to give safe client care.
 - a. Nursing skills
Students are not to perform nursing skills for which they have had no preparation. (Students also need to take into consideration client condition, student's knowledge and client safety within the environment when performing nursing skills.) However, upon successful completion of

nursing skills competencies in the lab, the student will be expected to perform those skills under the supervision of the clinical faculty.

b. Medications

- To avoid medication errors, ALL students must have the medications they are giving checked each time by the clinical faculty. Students may never give any medications before this check has been made. Students may have medications checked by the registered nurse responsible for the client's care if so directed by the clinical faculty.
- Students may dispense controlled substances under the supervision of an RN in accordance with Illinois state law.
- Students may not have the responsibility for wasting controlled substances, nor the receiving, nor the signing for controlled substances dispensed by the pharmacy. The student should, however, observe the RN performing these procedures to learn the legally acceptable standard.

c. IV solutions

- Students may hang IV solutions, with the supervision of their faculty. The IV to be hung must be checked against the physicians' order each time.
- Students are to maintain and monitor IV sites initially with the faculty's supervision and then independently once they become proficient.
- Students are not permitted to change IV rates on IV fluids containing medications other than KCL and vitamins.
- Students may perform IV venipuncture according to hospital/agency policy with the supervision of the faculty each time. Senior students in Nsg446 Professional Practice Immersion clinical can perform venipuncture with RN staff members at discretion of the leadership/ management faculty.
- Students may flush saline locks with the assistance of the faculty. The instructor or the registered nurse must check the solution every time. Students are not to use solution drawn up by other personnel.
- Students must document IV therapy accurately and completely in the computer and on the appropriate sheets.
- Students are not permitted to remove central lines or arterial lines.

d. IV medications

- Students may hang selected IV medications at the faculty's discretion. IV medications are to be hung with the faculty present every time.
- Students are responsible for knowing the category, side effects, nursing implication and administration rate of the drug prior to administration.

e. Blood and blood components

- Students are not permitted to hang blood or blood components. However, students are encouraged to observe the RN in his/her role with preparation, assembly of equipment and administration.

f. Autopsy observation

- Students attending an autopsy are to dress in uniform or lab coat. There is to be a faculty or designated person present. The faculty is to obtain permission from the pathologists' office each time students attend an autopsy. Students and faculty are expected to follow established safety procedures.

g. Observational experiences

- Students will be attending observational experiences throughout the curriculum. If the experiences are pre-determined, according to course requirements, the faculty will arrange the experience for the student. If, however, an observational experience arises which correlates with classroom or clinical content, it is the student's responsibility to seek out this experience and consult with the faculty prior to scheduling the experience. Based on the type of observational experience, it may be the faculty or student's responsibility to schedule the experience. The faculty will make the final decision on whether the experience is appropriate and who will be responsible for arranging the experience. During observational experiences, students may not provide client care.
 - If observational experiences are in the community setting, students are not to provide transportation for clients. Students, however, will be responsible for their own transportation for these experiences.
- h. Students witnessing legal documents
- Students are not to witness or sign any legal documents while in the clinical or community setting (i.e., wills, baptisms, wedding certificates, surgical permits, durable power of attorney forms).

D. Evaluation of Student Performance in the Clinical or Community Setting

1. Evaluation of the student in the clinical or community setting is to be based upon the objectives of the course.
2. Students will be expected to follow course objectives; they may be asked to write their own objectives for the experience at this time, also. Students may be asked to evaluate their own performance in relation to these objectives independent of the faculty's evaluation.
3. The course evaluation form from the student should be read and discussed after the clinical grade has been given.
4. The clinical faculty will meet with each student individually at midterm and again at the end of the course. The purpose of this interview is to discuss progress in nursing performance in that area to help with any problems and offer encouragement. Students and/or faculty may schedule evaluative meetings at other times as needed.
5. Evaluation forms for the students in the clinical area should be completed and returned to the college office as stated on the calendar of events within one week after the close of the student's experience in that area.
6. Faculty will follow college policy concerning awarding clinical grades as stated in the student catalog.
7. Students are to keep the faculty and person managing the client's care informed of any changes in assigned client's status.

E. Clinical and Community Agency Assignments

1. Assignments are in accord with the functions and responsibilities of the clinical faculty as delineated in the job description.
2. Learning experiences are to be selected for students to correlate as much as possible with current and/or past content.
3. Experiences are to be assigned to meet the learning needs of the student and in accordance with his/her ability, competencies and level.

4. Unless otherwise indicated, all student assignments are made by the clinical faculty who will consult with the appropriate management person when necessary.
 5. The clinical faculty will work with the student in planning nursing care for his/her clients and supervise student's care of the clients as needed.
 6. In so far as possible the faculty is responsible to see that the student has an opportunity for adequate and varied experience with the type of clients assigned to his/her area to meet the learning needs of the student.
 7. The faculty is aware of his/her responsibility to serve as a role model.
 8. If a faculty is absent on a clinical day, he/she will contact his/her alternate in the course to ensure coverage of students. If the alternate faculty is unable to cover clinical the academic dean should be notified.
- F. Scheduling of Clinical and Community Experiences
1. The number of hours of clinical experience scheduled per week is dependent upon course requirements. If clinical experience is scheduled within a span of eight hours, time must be given for meals.
 2. During an eight-hour work day, 30 minutes are to be allowed for meal time and 20-minute coffee break per eight hours work day.
 3. The college receptionist will report student illness to the faculty involved and the clinical area. The faculty will verify that staff know the student is absent and the assignment has been changed.
 4. The student is responsible for contacting the college before the scheduled time for clinical experience or class when he/she will be late or absent.
 5. Classroom instructors should inform the receptionist of absenteeism if he/she did not contact them and is unaware of the unscheduled absence.
- G. Confidentiality of Client/Patient Information
1. No client data may be taken from a clinical area without first removing all identifying data such as the client's name and room number and/or other data as specified by the clinical faculty.
 2. Students may not access client information through computers unless they are involved in the direct care of the client.
 3. Students will respect client confidentiality in regard to verbal communication both inside and outside the clinical facility.
 4. These materials should be shredded prior to disposal.
 5. Students are responsible for protecting any information they obtain while in a clinical setting.
- H. Documentation
1. All documentation on client records must be completed and up to date before the student leaves the clinical area for break, meals, or the end of the day experience.
 2. The faculty will check the student's documentation prior to placing it in the permanent record unless otherwise specified by the faculty.
- I. Safety
1. Students and faculty are expected to apply safety/security principles in the clinical/community setting to assure protection of themselves and their possessions.
 2. Students and faculty are expected to use universal precautions when in contact with the client or the client's bodily fluids.

3. Transferring of clients safely requires proper transfer techniques, use of good body mechanics, and adequate assistance. Students are required to have faculty present when transferring clients who require more than one person to assist them. Students must discuss with the faculty member safe transfer plan for any client that requires more assistance than one student, before transfer.
4. During their nursing education, students are required to participate in various experiences in community and/or inpatient settings wherein they may be exposed to potentially unsafe situations. Attendance at college-sponsored personal safety programs are mandatory.

HSHS St. John's Hospital Clinical Experiences for Nursing Students Policy

HSHS St. John's Hospital shall provide clinical facilities for the education of nursing students.

Purpose

1. To delineate roles and responsibilities of the division of nursing services and educational programs.
2. To cooperate with schools of nursing in providing sound clinical learning experiences for nursing students.

Special Instructions

Each nursing area is under the direct supervision and management of the nurse manager. All patients assigned to his/her area are the manager's responsibility. In the absence of the manager, the responsibility is delegated to another RN who is considered the charge nurse or nurse in charge. The manager or charge nurse assumes the over-all responsibility for the nursing care of patients to whom students are assigned; the nursing program instructor assumes responsibility for the nursing care given by students.

The team leader is responsible for coordinating the care of the patient and the carrying out of physician's orders.

The team leader has limited authority to the student as it relates to the administration of patient care; however, the instructor has the authority to transfer or withdraw any student when it is deemed to be in the best interest of the student, patient, hospital and/or school.

Each manager or his/her designee provides orientation regarding policies and procedures of the unit, as well as activities related to infection control and hospital safety.

04/23/01

Safety/Risk Management

Education

1. Safety and fire prevention are taught in orientation. This includes lecture and demonstration.
2. Theory, demonstration, and practice are given in the use of good body mechanics and safe lifting, as well as the safe way of performing procedures.
3. The importance of proper clothing and shoes is stressed.
4. Students participate in the disaster and fire drills in the hospital.

Accident Prevention

1. Good housekeeping provides safe and sanitary surroundings.
2. Students and personnel are encouraged to report any unsafe conditions at once, as well as need for repairs.
3. Special containers are provided for the disposal of broken glass, sharp objects and aerosol containers.
4. Electrical appliances brought into the building are checked by the hospital electricians.

Fire Prevention

1. A fire resistive building of good construction is provided.
2. Fire regulations are printed in the student handbook. (See current student catalog.)
3. Students attend demonstrations annually on the proper use of fire extinguishers and faculty attend according to personnel policy.
4. Firefighting equipment is located on each floor of the college building and is checked routinely.
5. Fire drills are held at the college four times a year.

Incident Reporting

1. All injuries must be reported if they happened at any place on hospital property.
2. Incident reports are made out immediately for each accident through the St. John's Hospital online reporting system. A report is made to the chancellor of the college if a student is involved.
3. All students injured in the college report to occupational health services and are sent to the emergency department for treatment if needed. Students injured on duty report to their Instructor and are sent to employee health services or the emergency room.
4. Faculty and students are encouraged to report any unsafe conditions at once, so the necessary means may be taken to remove the hazards.
5. The online reporting system is available through the intranet (Francis). Faculty assists students in completing the report if incidents occur in the nursing area.

Revised 2015

Section IX

Testing Resources

Faculty Resources at Health Sciences Library on Curriculum, Test Construction, Teaching Strategies, Scholarship, Spirituality

The Health Sciences Library maintains a wide selection of resources to support faculty in their scholarly endeavors. For a complete listing of resources please refer to the library website.

Test Blueprinting

Must have an idea of Bloom's Taxonomy before you can write a blueprint.

Purpose

- To ensure that the test will have content validity.
- To serve as a guide to ensure a representative sample of the course content is included and is appropriately balanced within the test.

What should it contain?

Any format may be used if it:

- Contains the cognitive level.
- Contains areas of content to be tested.
- Contains the number of questions.
- Is easily understood.

Procedure

Steps:

1. Set up a two-way table that lists:
 - Cognitive domain along one dimension (Bloom's Taxonomy).
 - Areas of content along other.This will provide an overall view. Utilize all six levels of Bloom's Taxonomy or those appropriate for your course.
2. Determine the total number of items to be included in the test. Consider:
 - Time available for the test
 - Type of item
3. Decide on the number of questions to be asked in each content area:
 - Place more questions under more difficult content.
 - More percentage of questions based on number of hours spent on content.
4. Decide on the number of questions to be asked in each level.
 - Must consider the level of student's ability.
 - Should be agreed on by course faculty.
 - Higher percentage of application and analysis each level to prepare student.

General Points

- Should be given to student the first day of the course orientation.
- Share blueprints between levels.
- Helps student identify what type of questions missed.
- Helps test review run smoothly.

Bloom's Taxonomy

1. Knowledge:

Evolves and involves the recall of specific and universal information, the recall of methods and processes or the recall of trends, criteria and theories. In a testing situation, this level requires only recalling the appropriate material, remembering:

Nursing examples: Name the two diabetic urine tests
What does PRN mean?
What is the normal value for K+

2. Comprehension:

Represents the lowest level of understanding. It involves being able to make limited use of the material on seeing its fullest implications.

Nursing examples: Using Clark's Formula, compute the digoxin dose for a 25 lb. boy.
Summarize the article "Communicating with Psychotic Patients."

3. Application:

The ability to use abstract ideas, rules, principles, etc. in concrete and situations.

Nursing examples: Which of the following would be most likely to produce further cardiac arrhythmias?
Describe the effects of 20% saline solution on the RBCs.

4. Analysis:

The breakdown of a communication into its constituent elements so that the relationship of the elements to each other are seen. Used to clarify, indicate organization basis and arrangement.

Nursing examples: Describe the systematic response to a MI in relation to total body function. Analyze the needs a diabetic post-op patient will experience.

5. Synthesis:

The building of elements and parts to form a whole. Arranging and combining them in such a way as to constitute a pattern or structure not clearly seen before.

Nursing examples: Outline your plan of care for the acute CVA patient. Identify appropriate nursing action to a given situation.

6. Evaluation:

Calls for the placing of value judgments on materials and methods, actions, etc. Making judgments about the extent to which materials satisfy criteria and standards. The criteria may be those determined by the student or those which are given by faculty. This represents the highest form of the cognitive processes.

Nursing examples: Is the following nursing action appropriate or inappropriate?

Criteria for Judging the Quality of a Test

Relevance

Have the types of questions included in the test been selected judiciously to test the desired achievements?

Balance

Does the proportion of items dealing with each aspect of achievement conform with the test constructor's intent, as expressed in the specifications for the test?

Efficiency

Does the test make efficient use of the instructor's limited time for test preparation and grading and of the student's limited time in the examination period?

Objectivity

Are the questions clear enough and the answers definite enough so that any expert in the field covered by the test would get a perfect or near perfect score?

Specificity

Do the questions require achievements specific to the field covered by the test so that even intelligent, test wise novices who have not studied the field would expect scores near the chance level?

Difficulty

Are the test questions and the test appropriate in difficulty, neither too hard nor too easy to function effectively with the examinees for which the test is intended?

Discrimination

Do the individual questions discriminate sharply between examinees of higher and lower achievement and does the test yield a wide distribution of scores for students who differ in achievement?

Reliability

Does the test yield scores that agree with those obtained from equally good independent measurements of the same achievement?

Fairness

Is the test constructed and administered so that each student has a good, and an equal, chance to demonstrate his real achievement in the area covered by the test?

Speededness

Is the test appropriate in length for the time available, so that good use of the examination period without allowing the examinees' rate of work to have an undue influence on the score he receives?

Evaluation Process

Item analysis of electronic tests

Purpose

To determine if test questions or items are too difficult or too easy and if they distinguish or discriminate between those who know more and those who know less about the concept or content.

A. Index of Difficulty

Essential Steps

1. Grade and score exams.
2. Determine the difficulty index (P) for each test item using the following formula:
$$P = \frac{U + L}{N+} (100)$$
3. Record results on chart (optional).
4. Score results with code.

Key Points

1. Not applicable.
2. P = Difficulty index as expressed in percentage.
U = Number of students who correctly answered item from high group.
L = Number of students who correctly answered item from low group.
N+ = Total number students in high and low groups.
3. See item analysis chart.
4. Code for evaluating difficulty:
0% - 19% Reject or revise.
Too difficult.
20% - 80% Acceptable.
81% - 100% Reject or revise.
Too easy.

B. Index of Discrimination

Essential Steps

- Steps 1 - 6 same as for Index of Difficulty.
7. Determine the discrimination index (D) for each question using the following formula:
$$D = \frac{U - L}{N}$$
 8. Record results on chart
 9. Score results with code.

Key Points

- Steps 1 - 6 same as for Index of Difficulty.
7. D = Index of discrimination
U = Number of students who correctly answered item from high group.
N = Total number students in each group. (Do not add both groups together as in index of difficulty.)
 8. See item analysis chart.
 9. Code for evaluating difficulty:
.40+ Very good
.30 - .39 Reasonably good.
.20 - .29 Marginal. Needs improvement.
Below .19 Reject or revise.

Pitfall of Index of Difficulty

Always remember that an item may be easy because the choices are weak or only a low level of understanding is required to correctly answer the question. An item may also be too difficult because:

1. Your key is wrong.
2. There is more than one correct answer.
3. The content is rare or trivial.
4. The problem is not clearly stated in the stem.
5. The item is near the end of the test and students may not reach the end or may not devote much time in considering an answer.

You must use common sense when interpreting this index. Fairly large shifts can occur from class to class by chance alone.

Pitfall of Index of Discrimination

Keep in mind that the level of difficulty may have an influence over the discriminatory ability of a question. An item may not be discriminatory between the high and the low group because:

1. Your key is wrong.
2. There is more than one correct answer.
3. The item is ambiguous.
4. There is a flaw in the intended responses.
5. The intended response is too obvious.
6. The item is extremely difficult, and students are guessing.
7. The item is testing something different from other items (such as the test is intended to focus on one concept and one question tests another concept because of the wording).

Readability Testing

Purpose

To test how dependable a test is. In other words, if you repeat the test, you should get the same results.

Essential Steps

1. Obtain mean and standard deviation of test.
2. Calculate Kuder-Richardson formula:
$$r = 1 - \frac{M(KM)}{(K)(S_2)}$$
3. Score results with code.

Key Points

1. Use any formula you are familiar with to calculate mean and standard deviation.
2. K = Number of test questions.
 M = Mean or average of test.
 S_2 = Standard deviation squared.
3. Code of scoring readability:
.70 - 1.0 Very high
.40 - .70 Average
.20 - .40 Very low readability
0.0 - .20 No readability

Pitfalls of Readability

Reliability may become inaccurate because the test item is too vague or ambiguous, the exam has too few items or the breadth of the content is too narrow. Reliability is increased if the test concentrates on a single, narrowly defined skill, such as dosage and solutions.

Validity Testing

Validity refers to the extent to which an instrument measures what it is intended to measure. Validity is a more important aspect than reliability, because lack of validity means lack of meaning. An instrument cannot be valid unless it is first reliable.

Purpose of Validity Testing

The question of an instrument's validity is always specific to the situation and to the purpose for which it is being used.

Types of Validity

Content validity

Refers to the extent to which the instrument represents the content of interest. Content validity cannot be expressed in a numerical index. The content validity question is "How well does the content of the test sample the subject matter domain about which conclusions are to be drawn?" To ensure content validity the following steps should be followed:

1. Prepare an outline of topic, skills and abilities that make up content which are being measured along with the indication of the importance of each the blueprint aids in this step.
2. Utilizing Bloom's Taxonomy, write large numbers of items using the above outline as a guide.
3. From each category of the outline, randomly draw test questions reflecting the proportionate weight of that category.

Criterion-reference validity

Refers to the relationship between the scores on a measuring instrument and an independent external criterion believed to measure directly the behavior or characteristic in question. The criterion-referenced question is "With what criteria do scores on the test correlate and how well do they correlate? What kind of performance can be predicted from this test?"

Construct validity

Refers to the extent to which a test measures a specific trait or construct. The term construct is used to refer to something that is not itself directly measurable, but which explains observable effects. The construct validity questions are, "What psychological or educational constructs does the test measure? What is the relationship between the content and the rationale for the test?"

TEST BLUEPRINT FORM

Total time for test: 60 minutes | Junior year

Course: HEALTH ASSESSMENT — NSG: 333 TEST I — FALL 2017

Cognitive Domain	Comprehension 10% (5 questions) 22% Application 80% (40 questions) 62% Analysis 10% (5 questions) 16% Total = 50q					
Content Modules/Hours	Range of Questions	Course Objective #1 (Professionalism) _____ %	Course Objective #2 (Caring) _____ %	Course Objective #3 (Communication) _____ %	Course Objective #4 (Critical reasoning) _____ %	Total
1. Introduction 3 hours		Comp - 2 App - 7 Anal - 6	Comp App Anal	Comp App Anal	Comp App Anal	15
2 Vitals 3 hours		Comp - 7 App - 13 Anal - 1	Comp App Anal	Comp App Anal	Comp App Anal	21
3. Skin, hair, nails 3 hours		Comp - 1 App - 5 Anal - 0	Comp App Anal	Comp App Anal	Comp App Anal	6
4. Nutrition 3 hours		Comp - 1 App - 6 Anal - 1	Comp App Anal	Comp App Anal	Comp App Anal	8
5.		Comp App Anal	Comp App Anal	Comp App Anal	Comp App Anal	
6.		Comp App Anal	Comp App Anal	Comp App Anal	Comp App Anal	
TOTAL						50

(9/1/17)

Every objective does not have to be assessed in each content area.

COURSE: NSG _____
TEST BLUEPRINT FORM

Total time for test: 60 minutes | Senior year

Cognitive Domain	Comprehension 5% (2-3 questions) Application 80% (40 questions) Analysis 15% (7-8 questions) Synthesis and Eval optional, non-multiple choice Total = 50q					
Content Modules/Hours	Range of Questions	Course Objective #1 (Professionalism) _____ %	Course Objective #2 (Caring) _____ %	Course Objective #3 (Communication) _____ %	Course Objective #4 (Critical reasoning) _____ %	Total
1.		Comp App Anal	Comp App Anal	Comp App Anal	Comp App Anal	
2		Comp App Anal	Comp App Anal	Comp App Anal	Comp App Anal	
3.		Comp App Anal	Comp App Anal	Comp App Anal	Comp App Anal	
4. Nutrition 3 hours		Comp App Anal	Comp App Anal	Comp App Anal	Comp App Anal	
5.		Comp App Anal	Comp App Anal	Comp App Anal	Comp App Anal	
6.		Comp App Anal	Comp App Anal	Comp App Anal	Comp App Anal	
TOTAL						

Every objective does not have to be assessed in each content area.

Section X

Advising Resources

Pathway-2-Success Program (P2S)

Description

The P2S program began with a review of the mission, values, purpose and philosophy of the college and used this as a foundation for the program.

“... All human beings are created in God’s image and therefore possess intrinsic value and dignity ... Individuals are dynamic, unique and capable of choice. An individual’s experience within an ever-changing environment and society affect growth and development ... Education is a continuous and unifying process by which a person develops values, knowledge, skills and forms of behavior of positive value in society and profession in which they live and work ... When human dignity and worth are valued by educator and learner alike, education becomes more meaningful. An atmosphere of acceptance, openness and holism enhances learning and contributes to an individual’s growth. To fully participate in the educational process the learner should exhibit motivation and inquiry. Additionally, students as learners should exhibit commitment, intellectual curiosity and potential for development. Learning is a process of gaining or changing insights, perceptions, thought patterns or behaviors within the cognitive, affective and/or psychomotor domains. Students and faculty interact in reciprocal relationships which promote the personal and professional development of both ...”

Student Risk Assessment

- Advising plan of study tool with a risk assessment grid (registrar to advisor, upon admit).

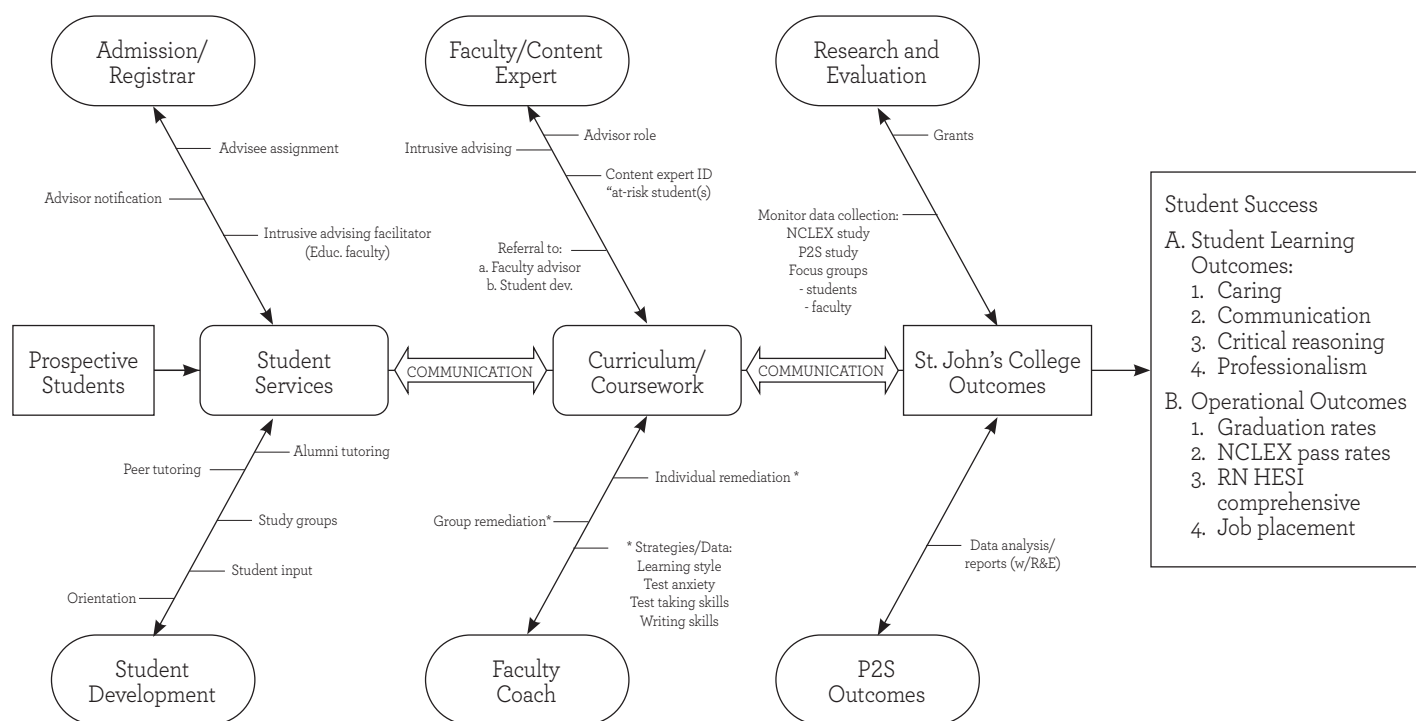
- Lower division courses/grades of advisees available to each advisor via Sonis.
- At-risk student referrals from faculty and advisors to student development officer and faculty learning coach for student specific assistance.
- Mandatory meeting with faculty for students with grade less than a C on any test.

Student Support

- Short student seminars implemented on:
 - Test taking assessment and strategies
 - Writing skills
 - Study skills
- Faculty learning coaches for scheduled and open appointments
- Peer tutoring program (See peer tutoring guidelines.)
- Promotion of self-initiated student study groups, facilitated by student development officer
- Student assistance program for students exhibiting stress or behaviors needing referral for follow-up
- Increased student support of HESI testing with result analysis
- Continue end-of-program HURST NCLEX RN review program

Faculty Support

- Test construction blueprinting.
- End of semester educational offerings on relevant topical areas, (e.g. “Intrusive Advising”).
- Faculty mentoring through simulation practice (asking difficult questions; enhancing student critical thinking) as needed and for new faculty orientation.
- Provide faculty with current NCLEX RN blueprint.



UNDERGRADUATE ADVISING RECORD

Student's name: _____ Advisor: _____

Date plan initiated: _____ Anticipated graduation date: _____

Advisee/Advisor Checklist

Topic	Date(s)
Introduction letter sent	
Semester meetings	
Registration meetings	
HESI review discussion	
Internship	
Formal NCLEX review	
NCLEX study plan reviewed	

Risk Profile

Courses/Average	1st semester Junior	2nd semester Junior	1st semester Senior	2nd semester Senior
SJC courses with earned "C" or "D"				

Characteristic	Value	Focused Review	Yes	No
A&P GPA < 2.8				
Pre-nursing GPA < 3.0				
TEAS (Exp.,				
1 or more Cs in 1st semester				
1st semester GPA < 3.0				
1 or more Cs in 2nd semester				
2nd semester GPA < 3.0				
1 or more Cs in 3rd semester				
3rd semester GPA < 3.0				
1 or more Cs in 4th semester				
4th semester GPA < 3.0				
HESI: Fundamentals (MS1)				
HESI: Mental Health				
HESI: Pharmacology				
HESI: Maternal Infant/Children				
HESI: Med/Surg II				
HESI: Critical Care (Med/Surg III)				
HESI: Community				
HESI: Comprehensive				

At-risk students have one or more of the following:

- A&P GPA < 2.8
- Pre-nursing GPA < 3.0
- 1 or more Cs in each semester
- 3 or more Cs in overall at SJC
- GPA < 3.0 any semester at SJC

At-risk students should:

- Seek help in weak areas early.
- Seek test-taking help.
- Obtain assistance from faculty and student development officer.
- Obtain assistance from faculty as the semester progresses.
- Take a formal NCLEX review course.
- Referral to NCLEX tutor

Discussion of the following:

Involvement in the community (service):

Involvement in the college:

Employment history:

CNA _____ Tech _____ Summer internship _____

Support system:

Referrals (reason and date):

Academic:

Financial:

Personal:

Post-graduation:

Email address:

Employment:

Advanced education plans:

Professional interest:

Post-graduation, please turn in to the registrar/admissions officer for files.

Academic Advising

Confidentiality Statement

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student records and provides for student access to their official and advising files. St. John's College provides access to student records, without student's written consent, to individuals deemed to have legitimate educational interest in such access. Individuals with permission to access student educational records on a need to know basis include academic advisors, course faculty, student support services personnel and administration. Although students have a right to privacy, advisors may discuss confidential information with other appropriate individuals for the purpose of the student's educational development.

Academic Advisement Philosophy

Academic advising at St. John's College of Nursing is an integral part of the mission of the college as it strives to nurture student growth and development. Our goal as faculty is to graduate wholistic practitioners who believe that learning is a lifelong endeavor. Advisement assists the student in the critical reasoning process while supporting and encouraging the student in the academic journey. Critical reasoning enhances the efforts of each individual in the planning, clarifying and evaluating academic life and career goals. Critical reasoning is a competency carried throughout life.

The academic advisor interacts with the student in a manner that reflects the caring philosophy of the college. The advisor should be sensitive to the lived experiences and developmental level of students as they are socialized to professional education. Advisors should have knowledge not only of the process, but also of the resources available for advisement purposes, the confidential nature of the advisement interaction, and the generational characteristics of the person being advised.

Both advisors and advisees share responsibility for making the advisement relationship effective. The ultimate responsibility for decision-making rests with the individual student. The continuous process of advisement encourages students to broaden their capacity for creative, analytical and ethical reasoning as they make choices throughout their development. An effective academic advisement program promotes student academic and professional success. This, in turn, improves retention and prepares graduates to become responsible professionals and citizens, prepared for living out the college.

Legal and Ethical Issues in Academic Advising

Legal issues involved in academic advising generally fall under four categories (D. Parker Young, "Legal Issues Regarding Academic Advising," NACADA Journal, November 1982):

- The contractual relationship between students and the institution
- Guidelines governing privacy of student records
- The concept of privileged communications
- Academic due process and the need for grievance procedures

The college establishes contractual obligations between the institution and students through its policies, procedures and publications. Responsibility for knowing the requirements ultimately rests with students. Advisors provide information, insights and support, but

cannot assume the students' personal liability to be responsible adults. Keeping complete and accurate notes of advising sessions help advisors to protect themselves against claims of erroneous advising.

There are limitations to the advisor's role. Knowing when and where to refer students who present questions or problems that extend beyond the scope of advising or individual advisor's knowledge can help avoid charges of inappropriate or inaccurate advising and the possible consequences of such allegations. At St. John's College, advisors should refer students to the Guidance resources program when such questions or problems occur. Advisors who are confronted with student grievances concerning academic affairs should be familiar with the student handbook and inform students of appropriate administrative remedies.

The academic advisor is on the "front line" of the college or university in working with students. It is a critical position, and the success or failure of the student's education and growth is influenced greatly by the advising function. In today's litigious atmosphere, the advising function is more critical than ever.

Academic advising occurs under the umbrella of academic affairs. The courts have always hesitated to enter the academic arena and substitute their judgment for that of the academician. In doing so, they have recognized academic freedom which protects academic decisions, including advising decisions. They have recognized also that their repeated presence in the academic community could cause deterioration in the otherwise beneficial student-faculty relationship. Thus, if academicians do not abuse their discretion in dealing with students, they need not fear judicial intervention. The courts will intervene, however, if evidence exists of arbitrary or negligent treatment of students or a denial of their protected rights. The increasing number of court decisions dealing with classroom and academic matters attests to the growing judicial sensitivity to students' rights in academic affairs. The advisor's job falls within this academic affairs area, and thus, advisors must understand the legal issues involving four major areas: the contractual relationship between student and institution, guidelines governing privacy of student records, the concept of privileged communications and academic due process including the need for grievance procedures.

Contractual Relationship

In the academia, a contractual relationship exists between the student and the institution. The basic provisions of the college catalog, recruiting brochures, various bulletins, and the student handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of programs and subsequent graduation. If students fail to meet the required standards they can be penalized through such action as dismissal, suspension, or failure to graduate on schedule; if the institution fails to respect its own regulations, then the student may seek judicial relief.

An institution may create certain contractual obligations through statements in its publications. Advisors' obligations and responsibilities usually appear in an advisor's handbook and often in publications readily available to the student. An increasing emphasis on quality advising to enhance retention brings added responsibilities to the

advisor. More and more advisors not only are expected to understand such things as scheduling and registration procedures and degree and program requirements, but also they may be expected to function as a referral service or possibly as career counselors. Thus, if institutions promise such services from their advising system, they should ensure that their advisors can deliver these services. Where an advisor did not, or could not, perform his contractual obligation, then possibly liability could be present. Thus, institutions should be conscious of an advisor's obligations which might be created by unequivocal statements regarding advisors' responsibilities.

Most institutions' catalogs state that the ultimate responsibility for knowing degree requirements rests with the student. This type of statement normally would protect advisors if they commit an advising error. Generally, the advisor is not going to be held personally liable for erroneous advising in the absence of gross negligence, irresponsible behavior, or arbitrary or capricious treatment of the student. Advisors should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions would help solve any disputes over the content of previous advising and also serve as a legitimate protection against claims of erroneous advising.

FERPA Guidelines Governing Policy of Student Records

Since advisors maintain educational records of advisee's grades and other academic information; they must understand the provisions of the Family Educational Rights and Privacy Act of 1974 (as amended). This act provides students with access to information placed in their advising files. Furthermore, it ensures that only school officials with a legitimate educational interest may see a student's file. The student's permission must be obtained before any other party may have access to the student's file. Thus, advisors, upon request, must allow students access to their advising file. This, however, does exclude a student's right of access to personal notes that the advisor may have made during the advising sessions. Under this act, these notes constitute records made by educational personnel and kept solely in their possession. Advisors may allow someone who temporarily performs their advising duties to see the notes; if the advisor is to be replaced permanently, however, he should remove any personal notes from the student's file before transferring the file to the replacement.

Under legislation, the student has the right to an informal hearing regarding material in his record. If, at this hearing, the student does not receive satisfaction, then he may insert explanatory material in the file. The act specifically denies students the right to a hearing regarding grades received. The student, however, may challenge the accuracy of transferring grades to the student's record.

Information in the file may be sent to parents only with the student's written consent.

According to FERPA, a record also must be kept of requests received from school officials to obtain information from the student's file. The record should not only identify the official making the request, but also the official's legitimate educational reason for requesting the information. The record should remain in the student's file. Each institution is individually responsible for determining which parties qualify as "school officials" and what constitutes a "legitimate

educational interest." Advisors should familiarize themselves with their institution's policy governing this matter, as well as other institutional policies regarding implementation of the Buckley Amendment.

FERPA Definitions

Student

Any individual who is or has attended an institution and about whom the institution maintains education records. Eligible students are those who are 18 years of age or older.

Parent

Parent of a student, including natural parent, guardian or an individual acting as a parent in the absence of a parent or guardian.

Attendance

Attendance in person or by correspondence. This definition also includes that period during which a student might be working under a work-study program. Note that it is not enough to be enrolled; the student must be physically present at the institution except in cases involving a correspondence course.

Disclosure

To permit access to education records or the personally identifiable information in the records by any means, including oral, written, or electronic means.

Personally identifiable information

Student's name, parent and family members' names, address of student and parent or family members, a personal identifier such as social security number of student, a list of personal characteristics, or other information which would make the student's identity easily traceable.

Directory information

Information contained in education records which would not generally be considered harmful or an invasion of privacy if released. Specific examples include student name, address, telephone number, e-mail address, date and place of birth, major field of study, participation in recognized activities and sports, weight and height of athletes, dates of attendance, degrees and awards received, and the most recent previous educational institution attended. For public institutions in Texas, the attorney general has broadened this list somewhat to include marital status, religious preference, student parking permit information, current class schedule, current number of hours enrolled, and class roster.

Education records

Records that are directly related to a student and are maintained by an educational institution. Education records do not include:

- Records of instructional, supervisory and administrative personnel that are kept in the sole possession of the maker of the record and are not revealed to anyone except a substitute. Example: grade books and lesson plans.
- Records of a law enforcement unit of an educational institution if the records are maintained separately from education records, maintained solely for enforcement purposes, and disclosed only to law enforcement officials of the same jurisdiction.
- Records relating to an individual who is employed by an educational institution that are maintained in the normal course of business, related solely to the individual as an employee, and are

not available for any other purpose. Exception: records of an individual who is employed by the educational institution as a result of his or her status as a student are educational records and are not excepted from coverage under this section. Examples include employment records of research and teaching assistants.

- Records that contained information about an individual after he or she is no longer a student at the institution.
- Records of a student that are made or maintained by a physician, psychologist, psychiatrist, or other recognized professional or paraprofessional acting in such capacity which are made or used only in connection with treatment of the student and are disclosed only to persons providing the treatment. Treatment does not include remedial educational activities or activities that are part of the program of instruction.

Rights of Inspection and Review

FERPA provides that an institution must allow an eligible student to inspect and review his or her educational records. The educational agency must provide the records no later than 45 days after requested. The institution must respond to reasonable requests for explanations and interpretations of the records. And records may not be destroyed if there is an outstanding request for inspection. Records not subject to review include:

- Financial records of the parent; and
- Confidential letters and statements of recommendation if the student has waived the right to review and inspect these documents and the letters are related to the student's admission, application for employment, or receipt of an honor or honorary recognition. The waiver is valid only if it is not a condition of admission to the institution or of receipt of a benefit or service from the institution and if it is in writing and signed by the student. If the student provides such a waiver, the student shall receive, upon request, the names of the persons providing the recommendations, and the institution shall not use the letters for any purpose other than for which they were originally intended. The student may revoke the waiver in writing; however, revocation affects actions only after it is received. In other words, a student may not revoke the waiver in order to see documents already received.

If a student believes that the records contain inaccurate or misleading information or information which violates the student's right to privacy, the student may request that the institution amend the records. If the institution does not agree, it shall inform the student in writing and advise the student of the right to a hearing. If, as a result of the hearing, the institution agrees with the student, it shall amend the record and notify the student in writing. If the institution does not agree, it shall advise the student that he or she may place a written statement in the file contesting the information. If the student chooses this option, the statement must be maintained with the contested information and disclosed in conjunction with any release of the contested information. Minimum hearing requirements include:

- The hearing must be held within a reasonable time after the request;
- the student will be provided reasonable notice of the date, place and time;
- the individual conducting the hearing must not have a direct interest in the outcome;

- the student must have a fair opportunity to present his/her case and may be assisted by an attorney; and
- the decision must be in writing and rendered within a reasonable time after the hearing. It must be based solely on the evidence presented at the hearing and must include a summary of the evidence and the reasons for the decision.

The courts have ruled that FERPA does not provide a means by which a student may obtain information on how a particular grade was assigned. "At most, a student is only entitled to know whether or not the assigned grade was recorded accurately in the student's record." *Tarka v. Cunningham*, 741 F.Supp. 1281 (W.D.Tex.1990). (As cited by *Houston Baptist Univ.*, 1995-96, p.44)

Disclosure

In general, an eligible student's consent must be obtained prior to disclosing personally identifiable information from the student's educational records. The consent form must be in writing, stating the date, the records to be released, and the purpose of the disclosure.

Exceptions to this rule include:

- directory information unless the student has requested in writing that all or any portion of those items designated as directory information not be disclosed;
- disclosures to internal officials who have a legitimate educational interest in the information;
- disclosure to another educational institution where the student seeks or intends to enroll;
- disclosure is to be made to authorized representatives of the comptroller general of the U. S., the secretary of education or state and local educational authorities;
- financial aid which the student has applied for or received if the disclosure is for the purpose of determining eligibility, amount or conditions of aid, or to enforce the terms and conditions of the aid;
- disclosure to organizations conducting studies for or on behalf of educational agencies to develop, validate, or administer predictive tests or student aid programs or to improve instruction;
- disclosures to accrediting agencies to carry out accrediting functions;
- parents of a dependent student, as defined by the internal revenue code;
- disclosure is to comply with a lawfully issued subpoena or court order if the institution makes a reasonable effort to inform the student in advance of compliance;
- emergencies, if knowledge of the information is necessary to protect the health or safety of the student or other individuals;
- disclosures of the results of disciplinary proceedings conducted by the institution against the alleged perpetrator of any crime to the alleged victims of any crime of violence.

An educational institution has a duty to record and maintain each request and release of personally identifiable information from a student's educational records except when the request is received from an institution official, a parent or eligible student or a person with written consent or when the request is for directory information.

A student's privacy rights under FERPA and the Open Records Act terminate upon death. See, *Open Records Decision 524*, May 18, 1989.

Enforcement

- The Family Policy and Regulations Office of the Department of Education is authorized to investigate and review potential violations and to provide technical assistance regarding compliance issues.
- If the office determines that a complaint is meritorious, the office shall recommend steps necessary to insure compliance with the act and provide a reasonable time for an institution to come into compliance.
- If an institution does not come into compliance; the department is authorized to terminate all or any portion of the institution's federal funds.
- There is no private right of action under FERPA; in other words, an aggrieved student may not bring suit in state or federal court for an alleged violation under the act. *Tarka v. Franklin*, 891 F.2d 102 (5th Cir. 1987) (Footer, 1992)

Privileged Communications

Although the law recognizes the student's rights to privacy of his/her educational records, it also recognizes the advisor's right to privileged communications. Thus, in an effort to help a student, advisors can discuss confidential information regarding that student with other appropriate individuals. The courts generally will respect the right to such communications and will not hold the advisor liable for statements considered as privileged communications. This right, however, is not an absolute one, and advisors must exercise good judgment in making all confidential statements. To determine the appropriateness of confidential discussions, an advisor should simply ask if such a discussion would serve the student's best interest.

At times, students will come to advisors with personal problems; normally these problems should remain confidential. In some instances, however, a student may tell the advisor of certain intentions that would prove harmful to the student or possibly to others, such as the intention to commit suicide or the desire to harm another person. Although the statements are made in confidence, an obligation rests with the advisor to disclose such information to an appropriate party, such as parents, an intended victim, a school psychologist or police.

Academic Due Process

The courts have mandated that students receive due process guarantees of notice and hearing in disciplinary cases, but students with grievances concerning academic affairs, such as situations involving erroneous advising, disputed grades, or alleged arbitrary course requirements, generally find themselves without due process guarantees. The courts, to this date, have not mandated legally what constitutes due process in academic affairs. Courts generally will respect the institution's procedures for handling academic affairs cases, as well as their decisions resolving these cases. As previously indicated, the courts will intervene in cases involving seemingly arbitrary or capricious treatment of a student. The voluntary application, however, of the spirit and principles of due process to academic affairs can reduce the incentives for legalisms and reliance upon the courts by students when they feel aggrieved. With clearly-defined grievance procedures in place, courts will decline to intervene until a student exhausts this administrative remedy. The individual departments or divisions of the institution should outline the procedure that students follow in

registering any grievances resulting from erroneous advising or any other action taken by the advisor. The following suggested procedures should not be construed as specific prescriptions to cover every case, but rather as a guideline:

- Institutions should define clearly and publish the responsibilities of advisors and students in the advisor-advisee relationship.
- Information the student is expected to know, such as academic requirements for continuance and graduation, should be clearly specified and publicized.
- A well-documented and orderly procedure of appeal should be established and promulgated. A committee should be appointed in each department or division or one committee for the entire institution, if that is deemed appropriate, which would hear complaints by students against advisors for alleged advising errors or negligent and irresponsible advising. The advisor against whom the allegations have been made should receive all due process rights in defending his/her actions.

Implementation and promulgation of these recommendations would not open a Pandora's Box with a proliferation of student complaints against advisors. Rather, advisors would maintain a responsible attitude toward students, and students would understand more clearly their responsibilities in the advising process. The channeling of complaints through an appointed committee would formalize a fair and reasonable procedure which does not exist on many campuses today.

Two elements have combined to cause an increase in the number of academic affair cases: arrival of consumerism to the campus and the lowered age of majority. Consumerism on campus today considers whether or not an institution delivers to the student the product it claims in its various publications, as well as in oral presentations. Legal adults, by virtue of the lowered age of majority, students must accept more responsibility for their actions on campus and thus also may have a great inclination to press charges against the institution when they believe they have received arbitrary or capricious treatment. This does not mean that all students might file a court suit when they reach the age of the majority, but since they must accept the responsibilities of that status they will most likely be more zealous of their rights. With these prevailing conditions and the fact that quality advising is fast becoming a criterion for promotion, tenure, and salary increases, advisors should seek to understand the legal issues related to advising. This understanding will ensure a responsible attitude toward students and protect their rights as well as those of the advisor.

By knowing the current legal parameters and by practicing the "golden rule," advisors will create and maintain those policies and practices which respect the worth and dignity of each student. By doing so, they will help create a better climate for reducing the incentives for legalisms and respecting the rights, freedoms, and responsibilities of all. (Young, 1982, pp. 41-45).

Strategies for Advisement

Emphasized below are basic strategies of advisement used to assist in individual student development.

- Promote frequent and meaningful interactions with the advisee. If the advisee perceives a caring institution, the advisement process becomes much more beneficial.

- Maintain complete documentation in advisement files with information such as course grades, rank in graduating class, TEAS scores, ACT or SAT scores, transfer courses and grades, present academic status HESI and other assessment test scores to assess a student's ability and future direction.
- Encourage involvement of advisee in campus activities or other functions that may strengthen a sense of connectedness to the institution.
- Maintain current knowledge of college policies, procedures and regulations that affect academic progression and college activities.
- Review advisees' courses and college policies before each registration period.
- Assist advisees to clarify their values and what motivates them. Efforts to understand elements of an advisee's lived experience may facilitate the advisement process.
- Encourage capable advisees to continue their efforts toward academic achievement. Help advisees recognize their strengths and areas for growth.
- Explain to advisees the opportunities that exist as a result of learning and academic achievement.
- Allow an advisee to maintain ultimate responsibility for decision making about life goals and educational plans. Assist advisees to assess alternatives and consequences of their decisions.
- Assist advisees to be responsible consumers of their own education and maintain reasonable schedules necessary for success.
- Clarify the role and limitations of an academic advisor. Give referrals to advisees with needs including study skills, financial aid, mental or physical health issues, personal or social counseling.

Academic Advising

There are three theories of advising that are most commonly used: prescriptive, developmental and intrusive.

Developmental Advising

"Advising is a developmental process which assists students in the clarification of their life goals and in the development of educational plans for the realization of these goals. It is a decision-making process which assists students in realizing their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multi-faceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of the communication, a coordinator of the learning experiences through course and career planning and program progress review, and an agent of referral to other campus services as necessary."

- David S. Crockett
Advising Skills, Techniques and Resources: A Compilation of Materials Related to the Organization and Delivery of Advising Service

Developmental advising sees the advisor's role as primarily that of a facilitator. It assumes that each student is unique, with a level of preparedness academically, socially, and emotionally. Under this theory, the advisor seeks to assist in the development of the student's potentialities. The burden of providing information necessary to the student's success is accepted, initially, by the advisor; the student's inexperience with higher education suggests a need for the advisor to guide the student to reliable sources of information on a broad range of topics. The student's responsibility is to take advantage of information and guidance and become active in seeking it out. (Indiana Partnership of Statewide Education)

Prescriptive Advising

Prescriptive advising sees the advisor's role as primarily that of information giver. It assumes that all students are equally prepared for the work required of majors in a field and merely provides them with a list of courses needed to complete the program or degree. The burden of eliciting additional information falls on the student; the student's failure to elicit that information is often seen as evidence of the student's lack of readiness for university-level work.

Intrusive Advising

Earl (1988) defined intrusive advising "to mean deliberate structured student intervention at the first indication of academic difficulty to motivate a student to seek help. By this definition, intrusive advising utilizes the systematic skills of prescriptive advising while helping to solve the major problem of developmental advising which is a student's reluctance to self-refer." (p. 28)

- Earl, W.R. (1988). *Intrusive advising of freshmen in academic difficulty*. *NACADA Journal*, 8(2), 27-33.

Fowler and Boylan (as cited in Sanders and Killion, 2017) "described intrusive advising as one where the advisor periodically initiated contact with a student to make sure everything was going smoothly rather than depending on the student to seek out the advisor when there were academic problems" (p. 16-17).

- Sanders, M.A and Killion, J.B. (2017). *Advising in higher education*. *Radiologic Science and Education*, 22(1), 15-21.

While the developmental advising theory best supports the St. John's College, department of nursing mission and philosophy by committing to the development of each student, the College advising philosophy also utilizes prescriptive and intrusive advising to promote student retention and success.

Comparison of Prescriptive, Developmental and Intrusive Advising

Prescriptive	Developmental	Intrusive
Advisor tells student what he/she needs to know about programs and courses.	Advisor helps student learn about courses and programs for self.	Advisor asks students if they have questions about programs and courses.
Advisor knows college policies and tells student what to do.	Advisor tells student where to learn about policies and helps in understanding how they apply to him/her.	Advisor asks students about their knowledge of policies and procedures.
Advisor tells student what schedule is best.	Advisor teaches about schedule planning and student takes responsibility for planning own schedule.	Advisor discusses with students their schedules and makes suggestions where appropriate.
Advisor registers student for classes.	Advisor teaches student how to register self.	Advisor requests a meeting with students prior to registration to discuss courses and schedule.
Advisor informs about deadlines and follows up behind student.	Advisor informs about deadlines, and then lets the student follow up.	Advisor requests a meeting with student if deadline is missed.
Advisor tells student which classes to take.	Advisor presents class options; student makes own selections.	Advisor meets with student to discuss class options.
Advisor takes responsibility for keeping advising files updated.	Advisor and student take responsibility for file.	Advisor and student meet to keep files updated.
Advisor keeps informed about academic progress through files and records.	Advisor keeps informed about academic progress through records and talking to student about academic experiences.	Advisor meets with student to stay informed about academic progress through records and questioning student about academics experiences.
Advisor tells student what to do to get advised.	Advisor and student reach agreement about nature of advising relationship.	Advisor discusses with student about advising schedule. Student can request meeting with advisor; advisor can request meeting when notified of student academic progress issues.
Advisor specifies alternatives and indicates best choice when student faces difficult decision.	Advisor assists student in identifying alternatives and weighing consequences when facing difficult decision.	Advisor assists student in identifying alternatives and weighing consequences when facing difficult decision.
Advisor takes care of academic problems.	Advisor teaches student problem solving techniques.	Advisor teaches student problem solving techniques.
Advisor does not deal with vocational opportunities in conjunction with advising.	Advisor deals with vocational opportunities in conjunction with advising.	Advisor deals with vocational opportunities in conjunction with advising.
Advisor identifies realistic academic goals based on grades and test results.	Advisor assists student in identifying realistic academic goals based on grades, test results and self-understanding.	Advisor assists student in identifying realistic academic goals based on grades, test results and self-understanding.
Advisor is not knowledgeable about help available with non-academic concerns.	Advisor is knowledgeable about available help for non-academic concerns.	Advisor is knowledgeable about available help for non-academic concerns.
Advisor is concerned mainly about academic life of student.	Advisor is concerned about personal, social and academic life of student.	Advisor is concerned about personal, social and academic life of student and requests meeting with student if academic issues noted.
Advisor unaware of student's outside-the-class-room life.	Advisor shows interest in student's out-of-class life. Advisor discusses academic and other-than-academic interests and plans.	Advisor shows interest in student's out-of-class life. Advisor discusses academic and other-than-academic interests and plans.
Advisor does not spend time discussing time management and study techniques.	Advisor spends time discussing time management and effective study techniques.	Advisor spends time discussing time management and effective study techniques. Advisor refers student to P2S.

Admission and Curriculum Overview

Guide to Advisement Sessions for Enrolled Students

At the time a student is enrolled in the program, the admissions/registrar office will provide the advisor with electronic information that includes the following:

- Student's individual plan of study/advising form
- Access to advisees via Sonis
- SJC advisee/advisor list

This information allows the advisor to know the advisee's academic information, such as cumulative GPA, ACT/SAT score, colleges attended, and plan of study in order to promote student success and early intervention if needed.

The minimum advisement contacts will vary according to the student's academic progress and status. The advisor and advisee should meet a minimum of twice each semester. Meetings can be initiated by the advisor or advisee. Documentation of contact should be on the plan of study/advising form. Faculty should document how and why the contact was made and what transpired.

First Meeting

The advisor's responsibilities during the first meeting include getting acquainted, defining roles, and setting expectations. Discuss academic progress, educational/career goals, special needs, available resources, etc. Faculty members should confirm for the student the name, extension and office hours the advisor will be available for questions. One goal of the advisor/advisee relationship is to encourage student initiative in all areas of their educational experience.

Semester Meetings

- Arrange an initial contact with all advisees early in the semester.
- Arrange a second contact with advisees during registration for the next semester.
- The advisor discusses ATI scores, NCLEX-RN preparation plan, and current progress in courses.
- Contact advisees as needed during the semester to discuss academic progress or special needs.
- Discuss upper division elective (if not taken).

Academic Appeals

Students may appeal decisions which affect their welfare. The college protects the right of the student to question any decision which seems to be unfair or a violation of their individual rights. When a student has a concern about a course grade, process or decision, he or she is expected to first review the pertinent policy in the student handbook or college catalog and meet with the appropriate course faculty. Whenever a student deems a decision has been made unfairly or unjustly, that student has the right to institute the appeals protocol. The appeal shall be resolved promptly, fairly, objectively and in good faith without subjecting the student to restraint, interference, discrimination, retaliation or harassments of any form. It is the responsibility of the student to follow the protocol in good faith and within the guidelines provided therein.

Procedure for Student Appeals

1. Appeals

- An appeal must be submitted in written form, by person (grievant) initiating the grievance to the chairman of the appeals committee for the college within seven calendar days of the incident or written notification of the decision.
- An appeal must be as specific as possible and clearly identify that which is being grieved.
- The appeal will be made available to all members of the committee, to the grievant, to the individual whose decision is being grieved and to the chosen faculty member at least three working days prior to discussion, along with other pertinent documents.
- Words, terms, terminology, grammar, etc. in the grievant's letter may be clarified, if necessary, before meeting.
- The appeals committee is comprised of:
 - Four faculty members and one alternate chosen by lot at the beginning of the school year.
 - Three students (representation from each level.)
- Chairperson will be chosen by lot from among the four faculty members at the beginning of the school year.
- If a committee member is directly involved in the appeal, the alternate will serve.
- Only the above designated committee members shall have a formal vote in the resolution of the appeal.
- The appeals committee will convene the hearing within seven working days after receipt of the grievant's letter unless an extension is agreed to by both parties or for cause as determined by the committee chair.
- Persons present for the discussion:
 - Seven committee members (four faculty, three students).
 - Person(s) whose decision is being grieved.
 - Grievant(s).
 - Faculty member, chosen by grievant(s), who is not one of the four faculty committee members,
 - Chancellor and/or appropriate academic person shall be observers during the discussion, but they do not have the right to vote (ex officio).
- Discussion of facts:
 - An electronic recording will be made of the discussion and used for transcription of minutes.
 - The chairperson is encouraged to make written notes in case of electronic malfunction.
 - The recording is to be destroyed after approval of all minutes by the chairperson.
- Formal discussion does not begin until chairperson is satisfied all members are ready to proceed.
- Focus of the appeals procedure is identified by the chairperson.
- The chairperson is responsible to see that the discussion pertains to the grievance submitted.
- The chairperson may rule if information, requested by the committee members or the grievant, is relevant to the grievance and may be presented.
- The chairperson is responsible to see that a record is made of the discussion which will include:
 - Date, time and place of meeting

- Persons present
 - Documents presented (may be numbered)
 - Summary of discussion and clarifications made
 - Time discussion was closed
 - Approval by all those present that this record and summary is correct.
 - The discussion will continue until the committee members agree that there is sufficient information upon which to base a decision.
 - At the conclusion of the discussion, all persons are dismissed except the seven committee members.
2. Decision by the committee
- If there is to be a time limit imposed on the committee deliberations the limit must be agreed upon by all committee members.
 - Committee deliberations will begin immediately following the discussion of facts.
 - The decision will relate directly to the written grievance.
 - The decision must be reached within three working days after the end of the discussion of facts.
 - A decision must be agreed to by at least four of the seven committee members.
 - In case of a deadlock that cannot be resolved, the chairperson shall announce this to the chancellor and the grievant. A new committee shall be chosen by lot, and another meeting scheduled within seven working days.
 - All seven committee members have an equal vote.
 - The chairperson is responsible to see that a record is made of the decision:
 - Date, time and place.
 - Persons present.
 - Statement of final decision.
 - Signature of members and their indication of approval or disapproval time of meeting closure.
 - Within one business day, the chairperson, in presence of the chancellor or her/his designee, grievant and committee members, will announce the decision. The chairperson gives the grievant a written copy of the decision at the time the verbal announcement is read. The committee may, if requested, explain the reasoning behind the decision to the grievant and/or the chancellor. The record of the meeting will reflect the fact that the grievant received a written copy of the decision. A written copy of the decision is also given to the person or committee whose decision was being grieved.
 - Documentation of proceedings including minutes, written documents presented to committee and decision statement shall be kept in a designated secure file in the administrative offices.
3. If the appeal is still not resolved to the grievant's satisfaction, it shall then be presented in writing by the grievant to the chancellor within five working days following receipt of the written copy of the decision. The Chancellor will review all correspondence concerning the

issue and will conduct any additional inquiries deemed necessary. After the review is complete, a written decision will be given to the grievant within 10 calendar days, unless an extension is agreed to by both parties or for cause as determined by the chancellor. A copy will be put in the student appeals file.

4. If the appeal is still not resolved to the grievant's satisfaction through the above process, it will be presented in writing by the grievant to the college board chairperson within five working days following receipt of the written decision. The college board chairperson will review all correspondence concerning the issue and will conduct any additional inquiries deemed necessary. After the chairperson completes a review, a written decision will be given to the grievant within 10 calendar days, and a copy put in the student's college file and appeals file. This decision is final. The college board chairperson may, if requested, explain the reasoning behind the decision to the grievant, the appeals committee and the chancellor.
5. During the appeals process, the student status is considered to be that imposed by the original decision, be it termination from all or part of the curriculum or a probationary status. It is the student's responsibility to meet with the financial officer. Lending agencies will be notified as required by law.

Disability Statement

Learning support services and reasonable accommodations are available to students covered under the Americans with Disabilities Act. For accommodation services, students with disabilities are required to identify themselves to the student development officer and provide documentation of the disability. In order to best meet learning needs, the student is encouraged to be proactive and meet with the student development officer prior to the beginning of classes or as soon as possible thereafter. The dean of academic affairs reserves the right to determine if the requested accommodations are reasonable. An early and collaborative approach initiated by the student and planned with the student development officer, dean of academic affairs, and course faculty will help foster a positive accommodation experience.

It is important to note that St. John's College is not obligated to provide service at the time of entrance to the institution if the applicant fails to provide the necessary information.

At the time a student is enrolled in the program, the admissions/registrar office will provide the advisor with electronic information that includes the following:

Registration

Students register for course work during the registration period each semester. All tuition and fees must be paid in full or arrangements have been made with the financial aid officer to register for classes. Students must complete registration in order to attend classes.

Cancellation of Courses

The college reserves the right to cancel a course during the registration period. Cancellation may occur up to and including the first day the class meets.

Adding Courses

New courses may be added until the first day of the semester. There are no late registrations after the first day of class.

Dropping Courses

Courses may be dropped within two weeks after the first day of the semester. Courses dropped within this period will not appear on the student's transcript.

Withdraw

Students may withdraw from a course any time after the drop period and before the last day of class or clinical. Withdraws will be recorded on the transcript according to policy as: WX if before midterm, WP if passing the course after midterm, WF if failing the course after midterm and WA if auditing the course. Any course in which a grade of WX, WP, WF or WA is received must be repeated in its entirety.

Add/Drop/Withdraw Procedure

Dropping a course is defined as withdrawing from one class while remaining enrolled in at least one other course. Students receiving financial aid and are considering dropping a course are required to consult their advisor and the financial aid administrator as enrollment status and financial aid may be impacted. The official drop/add period occurs during the first five days of the course.

Students adding, dropping or withdrawing from a course must complete the change of study form, which is available through the academic advisor. After this form is completed and signed, the student takes the form to the dean of academic affairs for approval.

Military Withdraw and Leave of Absence

If a student is a member of the Illinois National Guard or reserve forces of the United States who is ordered to state or federal service or duty, the spouse of a member or if the member has a dependent child, the following apply:

1. The student must provide the registrar's office with a copy of the orders or a memo from the unit to complete military withdraw from some or all of his or her courses.
2. The student will receive a full refund of tuition and mandatory fees if he or she withdraws from all courses for the semester.
3. The student's registration will remain intact and tuition and mandatory fees will be assessed for the courses in full if arrangements have been made with the student's instructors for course grades, or for incomplete that shall be completed by the student at a later date. Any course which arrangements cannot be made for grades or incompletes will be considered dropped and the tuition and mandatory fees for the course refunded.
4. The student's military withdraw time will be exempted from the four-year completion rule.
5. The student must notify St. John's College of his or her intent to re-enroll as a student with one month of return from deployment, and the student can return to the program without completion of a new application.

Leave of Absence (LOA)

Permission for a leave of absence for personal or health reasons may be granted by the chancellor to a student in good standing. Good academic standing means that the student maintains a grade of "C" or better in all courses and is making satisfactory academic progress. The student will be responsible for contacting the financial aid office if this is pertinent. LOA is granted for no longer than one year.

A student who returns following an approved LOA is not required to complete the readmission process as long as the return is within one year. The student on LOA must satisfy any conditions of the leave before reentering the program. Also, the returning student must comply with the course sequence in effect at the time of reentry.

A student must notify the chancellor, in writing, of intent to return to the St. John's College at least two months prior to the expected return. A personal meeting with the chancellor and/or other support service staff may be requested.

Readmission

Students who have not been enrolled in the college within the last year must complete the readmission process. Those seeking readmission must contact the chancellor for full details concerning the process. Decisions regarding readmission will be made by the student affairs committee with full consideration of individual student circumstances and space availability. Students re-enter under current academic and clinical policies/requirements.

Financial Aid Policies

Students must be enrolled in six credit hours in order to maintain financial aid eligibility. However, financial aid eligibility may be reduced. If a student drop a class after the drop/add deadline and is enrolled in at least six credit hours, he/she will not be credited for the tuition and fees of the courses that is dropped; therefore financial aid may or may not be reduced.

Financial Aid Withdraw

Official term withdraw is defined as a student's formal notification of his or her intent to withdraw from all courses for a term. A student's withdraw date is defined as the actual date the student submits information to student records to drop a course or courses. To officially withdraw from a course or courses, a student must provide official notice to the admission administrator/registrar electronically or in person. A student who is considering withdrawing and who is a recipient of financial aid must consult the financial aid and compliance officer.

A federal financial aid recipient who does not officially withdraw from the term or abandons all courses will be considered as having completed 50 percent of the term for calculating the amount of aid to be returned to the federal government and will not be eligible for a refund.

Return of Financial Aid Funding (R2T4)

To be fair and equitable to all students who withdraw from St. John's College, the Federal Return of Title IV Aid formula is used to determine the refund of tuition and fees a student is to receive even if no federal financial aid is involved. This formula is calculated by dividing the total number of days in class (official start date through official withdraw date) by the total number of days in the semester.

The federal formula mandates a return to Title IV aid if the student received federal financial assistance in the form of a Pell Grant, Federal Supplemental Education Opportunity Grant, Federal Stafford Student Loans and Federal Plus loan. A statutory federal formula is applied to determine the amount of Title IV funds a student has earned at the date of withdraw.

Completion of withdraw procedures will automatically initiate calculation of refunds. Calculations of returns are performed by the financial aid and compliance officer in accordance to the Department of Education regulations.

Recipients of Title IV financial aid may owe all or part of their funds received including any refunds. All unearned financial aid funds will be returned to the granting agency. If any funds are remaining after the return of the Title IV aid, they will be used to repay state funds, private or institutional aid. All aid sources will be repaid before any funds are returned to the student. An administrative fee of up to 5 percent of school charges or \$100 (whichever is less) will be calculated against all refunds. A final bill will notate funds earned, returned and any balances owed to the college.

The student is always responsible for miscellaneous charges to their account.

Satisfactory Academic Progress Policy

Federal and state regulations require that the college establish and implement a policy to measure satisfactory academic progress toward the baccalaureate degree in nursing. The progress of financial aid recipients is evaluated each semester based on qualitative standard, quantitative standard and progress based on a timeframe standard. Students must be making academic progress regardless of whether the student had previously received aid. A student's progress will be reviewed at the end of each semester.

Qualitative Standard for All Programs

St. John's College defines satisfactory progress as a grade of A, B, C or Satisfactory, in didactic and/or clinical course work each semester. A minimum grade of C or satisfactory (in all courses) and a minimum grade point average of 2.00 must be obtained to be considered making satisfactory academic progress.

Qualitative Standard for General Pre-Licensure BSN Program

Each student should matriculate at the pace of his or her plan of study. As a student moves from one semester to the next, the number of completed credit hours should increase.

APPLICATION FOR MAY GRADUATION

Must be submitted by March 1.

Students planning to graduate in May from St. John's College must **complete and submit this application for graduation to the college administrative assistant by March 1 of their graduation year.**

The graduation fee includes:

- 10-karat single gold-filled BSN pin
- 10 graduation announcements
- Composite photo sitting fee
- Classkeeper cap, gown, tassel, diploma and cover
- Gratitude stole
- 5 tickets to the honors ceremony (graduate and four guests)

You may upgrade your BSN pin or order additional announcements and/or tickets at right.

Name as you would like it to appear on your diploma:

Please print.

First: _____

Middle name or initial: _____

Last: _____

Hometown: _____

Contact information after graduation:

Street: _____

City: _____ State _____ ZIP Code: _____

Phone: _____

Email: _____

Do you plan to participate in the commencement exercise? YES NO

May we publish information about your graduation outside the college? YES NO

Upgrades and additional graduation items:

BSN pin (please choose one):	Additional cost *
<input type="checkbox"/> 10-karat single gold-filled BSN pin	\$ 0.00
<input type="checkbox"/> 10-karat double gold-filled BSN pin	\$ 50.00
<input type="checkbox"/> 10-karat solid gold BSN pin	\$ 355.00

Initials for engraving (up to three letters): _____

** If there be a significant increase in the cost of gold when your order is placed, a surcharge will be added to the cost of the pin.*

Graduation announcements: Additional cost

Additional quantity needed _____ x \$1.00 each = \$ _____

Honors ceremony tickets: Additional cost

Graduate (1 or 0) _____ \$ 0.00

Guests (0 - 4) _____ \$0.00

Additional tickets _____ x \$15.00 each = \$ _____

Total amount due with order: \$ _____

Signature _____ Date _____

FERPA RELEASE: LETTER OF RECOMMENDATION
ST. JOHN'S COLLEGE

Name of student requesting letter of recommendation: _____ Student ID # _____

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), I, the undersigned, hereby authorize [print recommender's name] _____ to write a letter of recommendation in which he/she may reference the following educational records and information:

- | | | |
|--|--|---|
| <input type="checkbox"/> All education records
(If checking this box, there is no need to check any other boxes.) | <input type="checkbox"/> Placement records | <input type="checkbox"/> Personal records |
| <input type="checkbox"/> Advisement records | <input type="checkbox"/> Academic records | <input type="checkbox"/> Gender |
| <input type="checkbox"/> Financial aid records | <input type="checkbox"/> Transcripts | <input type="checkbox"/> Race |
| <input type="checkbox"/> Discipline records | <input type="checkbox"/> Grades | <input type="checkbox"/> Ethnicity |
| | <input type="checkbox"/> GPA | <input type="checkbox"/> Nationality |
| | <input type="checkbox"/> Class attendance | <input type="checkbox"/> Library records |
| | <input type="checkbox"/> Other: _____ | |

The letter(s) of recommendation should be sent to the following parties (include names and addresses):

The purpose of the letter(s) of recommendation is (employment, scholarship application, etc.):

I understand that (1) I have the right to not consent to the release of my education records; (2) I have the right to access such records upon request; and (3) that this release shall remain in effect until revoked by me in writing delivered to the recommender to which the release was granted. If I do revoke this consent, the revocation shall not affect disclosures previously made by the recommender or St. John's College prior to receipt of the written revocation.

I further understand that my consent is not required for the recommender to disclose in a letter of recommendation any subjective observations or assessments in which he/she has of me or information classified as directory information under college policy.

I waive my right to review a copy of this letter of recommendation at any time in the future.

I do not waive my right to review a copy of this letter at any time.

Student signature _____ Date _____

THIS INFORMATION IS RELEASED SUBJECT TO THE CONFIDENTIALITY PROVISIONS OF FERPA AND OTHER APPROPRIATE STATE AND FEDERAL LAWS AND REGULATIONS, WHICH PROHIBIT ANY FURTHER DISCLOSURE OF THIS INFORMATION WITHOUT THE SPECIFIC WRITTEN CONSENT OF THE PERSON TO WHOM IT PERTAINS, EXCEPT AS OTHERWISE PERMITTED BY SUCH REGULATIONS.

FERPA
DISCLOSURE TO PARENTS OF DEPENDENT STUDENTS AND CONSENT FORM FOR DISCLOSURE TO PARENTS

To: Registrar, St. John's College

From: _____
Student's first name Middle initial Last name

Permanent street address City State ZIP Code

Under the Family Educational Rights and Privacy Act (FERPA), the St. John's College is permitted to disclose information from your education records to your parents if your parents (or one of your parents) claim you as a dependent for federal tax purposes. Please indicate whether your parents claim you as a tax dependent.

Please check the appropriate box:

- ☐ Yes. I certify that my parents claim me as a dependent for federal income tax purposes.
- ☐ No. I certify that my parents do not claim me as a dependent for federal income tax purposes.

Student signature _____ Date _____

If you are not claimed as a dependent or you do not know whether you are claimed as a dependent for federal income tax purposes, but you agree that St. John's College may disclose information from your education records to your parents, please sign the following consent:

I consent to the disclosure of any personally identifiable information from my education records to my parent(s), for reasons determined by the St. John's College as appropriate. This authorization will remain in effect for the 2020-2021 school year.*

Student signature _____ Date _____

If parents live at the same address, please list both in #1.

1. _____ <i>Name(s)</i>	2. _____ <i>Name(s)</i>
_____ <i>Address</i>	_____ <i>Address</i>
_____ <i>City, State, ZIP</i>	_____ <i>City, State, ZIP</i>
_____ <i>Telephone</i>	_____ <i>Telephone</i>

**Students cannot be denied any educational services from St. John's College if they refuse to provide consent.*

Section XI

Simulation Center

Vision

St. John's College Simulation Center (SJCSC) is a leading partner in providing innovative, simulation-based education and research to benefit clients, health care students, professionals and the community. The center delivers ethical and professional education within a framework of caring, excellence, learner-centeredness, and diversity.

Mission

The mission of SJCSC is to:

- Provide a safe, realistic, supportive, professional learning environment that strengthens the educational outcomes of St. John's College, the mission and vision of the college, as well as learning within the health care community.
- Deliver active learning experiences that foster student reflection, self-discovery, problem solving, professional identity and clinical judgment.
- Prepare qualified, caring, health care professionals with enhanced critical reasoning, communication and teamwork skills.
- Offer an engaging interprofessional learning environment through effective communication, innovative technologies and evidence-based teaching strategies
- Improve the health and safety of clients through simulation-based programs to maximize the professional competence of individuals, teams and systems.

Core Values

Caring. Demonstrate behaviors that show patience, sensitivity, attentive listening, comfort and genuineness to all.

Joy. Finding true meaning and purpose in providing a service to members of the health care profession and the community.

Respect. Acknowledge and treat others with true regard for their feelings, rights, wishes and traditions.

Competence. Commitment to providing exemplary, innovative opportunities to create, develop and implement ideas with the aim of improving health care education and safe patient care.

Integrity. Consistently acting within the strong moral and ethical principles of honesty, accountability, and reliability to deliver on commitments to learners and the community.

Partnerships. Mutual agreement to work together with stakeholders for a common good or goal.

Code of Ethics

SJCSC is aligned and governed by HSHS St. John's Hospital and St. John's College. All hospital and college code of conduct policies are applicable and will be followed. The center has adopted the American Nurses Association Code of Ethics and the Healthcare Simulationist Code of Ethics and will abide by the values of integrity, transparency, mutual respect, professionalism, accountability and results orientation.

Terminology

Commonly used terminology in health care simulation. Please note that not all terms will be used in this manual.

Assessment/evaluation: The process(es) that provide(s) information about or feedback related to observations of progress about individual participants, groups or programs linked to knowledge, skills and attitudes (KSA).

Formative: Focus is on the participant's progress toward goal attainment through preset criteria; a process for an individual or group engaged in a simulation activity for the purpose of providing constructive feedback for that individual or group to improve.

Summative: A process for determining the competence of a participant engaged in health care activity; the achievement of outcome criteria may be associated with an assigned grade.

High stakes: A type of assessment that has a major academic, educational or employment consequence (such as a grading decision, including pass or fail implications; a decision regarding competency, merit pay, promotion or certification) at a discrete point in time.

Competent/competency: Having a state or quality of being adequately or well qualified to do a job properly; the process used to determine proficiency and expertise.

Course/class: In the interest of clarity, this term will be used to denote the scheduled learning one attends during school/college.

Course chair: College faculty member who is appointed by the chancellor or academic dean to plan and organize the schedule and activities of an assigned course/class in collaboration with course faculty.

Debrief/debriefing: A formal, collaborative, reflective activity after a simulation experience where learners, while being led by a facilitator re-examine the experience for the purpose of moving toward assimilation and accommodation of learning to future situations. This activity encourages reflective thinking and provides feedback in order to foster development of clinical judgment and critical thinking skills.

Feedback: Part of the learning process where information is relayed back to a learner; feedback should be constructive, address specific aspects of the learner's performance and be focused on the learning objectives.

Fidelity: The degree to which the simulation replicates the real event and/or workplace; this includes physical, psychological and environmental elements.

High fidelity: In health care simulation, high fidelity refers to simulation experiences that are extremely realistic and provide a high level of interactivity and realism for the learner. It can apply to any mode or method of simulation (e.g. human, manikin, task trainer or virtual reality).

Low fidelity: Not needing to be controlled or programmed externally for the learner to participate. Examples include case studies, role playing and task trainers.

Facilitator: An individual involved in the implementation and/or delivery of simulation activities by providing indirect or unobtrusive assistance, guidance or supervision in order to achieve an outcome.

Core facilitator: Individual who utilizes simulation more frequently.

Internal facilitator: Individual associated with SJCSC or St. John's College of Nursing acting as facilitator.

External facilitator: Individual from St. John's Hospital, the community or a local agency acting as facilitator.

Learning objective: Expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

Learning outcome: A measure of the learners' progress toward acquiring a set of psychomotor, affective and cognitive skills by the end of an educational activity.

Moulage: Techniques used to simulate injury, disease, aging and other physical characteristics that provide elements of realism specific to a scenario; moulage supports the sensory perceptions of participants and supports the fidelity of the simulation scenario through the use of makeup, attachable artifacts (e.g. penetrating objects) and smells.

Participant/student: A person who engages in a simulation activity for the purpose of gaining or demonstrating mastery of knowledge, skills and/or attitudes of professional practice or is involved in simulation research.

Prompt/cue: Information provided during a simulation that helps the learner reach the learning objectives (conceptual cues) or to help the learner interpret or clarify the simulated reality (reality cues).

Psychological safety/safe learning environment: A learning environment of mutual respect, support and respectful communication where learners feel physically and psychologically safe to make decisions, take actions and interact in the simulation by participating, speaking up, sharing thoughts and asking for help as needed without concern for retribution or embarrassment. Mistakes will be considered learning opportunities rather than there being embarrassment.

Scenario (aka simulated clinical experience): In health care simulation, a description of a simulation exercise that includes the goals, objectives, debriefing points, narrative description of the clinical simulation, staff requirements, simulation room set up, simulators, props, simulator operation and instructions for standardized patients.

Session/simulation session: The entire set of actions and events from initiation to termination of an individual simulation event/activity from briefing (prebriefing) through debriefing and evaluation.

Standardized patient/participant: An individual trained to portray an actual patient so accurately, not just the history, but the body language, the physical findings and the emotional and personality characteristics so well that the simulation cannot be detected by a skilled clinician.

Additional reference:

Healthcare Simulation Dictionary (<http://www.ssih.org/Dictionary>)

Simulations Facilitators

Facilitator Training

All new internal facilitators who are involved in the planning and delivery of simulation activities at SJCSC will be required to:

- Complete the Educator/Facilitator Needs Assessment
- Meet with the simulation center administrator to complete an orientation to the simulation center and simulation session work flow. This should occur prior to facilitator's initial use of the center.
- Successfully complete the SJCSC Simulation Instructor Self-Learning Modules in Canvas
- Meet with an experienced facilitator as a preceptor. The new simulation faculty member will not facilitate a simulation solo until both the preceptor and new faculty member agree they are ready.

Faculty Development

- SJCSC provides for simulation facilitator development by placing resources in Canvas for faculty. These modules contain information on simulation pedagogy, INACSL Standards of Best Practice, educational theory, curricular integration/alignment to learning outcomes, scenario design, psychological safety, fidelity, prebriefing, debriefing, evaluation of participants, journal articles, links to videos and book titles.
- All facilitators are encouraged to complete and provide proof of at least one continuing education event (minimum of 1 credit hour) per year focused on some aspect of simulation-based education. Facilitators can fulfill this requirement by completing modules in online training programs, Nurse Tim Webinars, SJCSC sponsored event, as well as an external regional or national conference on simulation.

Simulation Educator Classifications

Simulation educators at SJCSC are categorized into three different tiers for continued faculty development: simulation novice, simulation expert I (competent) and simulation expert II (expert). Educators will be grouped into one of three classifications based on six elements: observation; didactic, interactive, or self-learning; practice; expert feedback; mentoring; and networking (See Appendix).

Facilitator Code of Conduct

- Professional conduct supports the mission of SJCSC and provides a common foundation for all operations and learning activities.
- Faculty facilitators are obligated to support the values of our institution.
- SJCSC is aligned and governed by St. John's Hospital and St. John's College. All hospital and college code of conduct policies are applicable and will be followed. As a Catholic institution, faculty facilitators are expected to display Christian ethics in interactions with others.
- The faculty adopts the American Nurses Association (ANA) Code of Ethics and declare behavior not in keeping with these standards to be unethical.
- The faculty adopts the Healthcare Simulationist Code of Ethics and will abide by the values of integrity, transparency, mutual respect, professionalism, accountability and results orientation.

Facilitator Evaluation

Evaluation of Facilitator Performance

All facilitators will complete a self-evaluation at a minimum once per year utilizing the Facilitator Competency Rubric.¹ Evaluations will be distributed to the facilitators and administered via survey software, such as Survey Monkey. All evaluations will be recorded and stored in this system. The dean of academic affairs, the simulation center administrator and the simulation advisory committee will have access to review and evaluate aggregated data posted to the I-drive. Some facilitators may wish to complete evaluations more frequently with simulation experts or in the form of peer reviews. Additionally, the evaluation may be all inclusive or focus on specific aspects of the SCE ie. pre-brief, facilitation, debrief. All core facilitators will receive individualized formative feedback annually by simulation center staff utilizing the Facilitator Competency Rubric to identify development needs and provide mentoring.

Process Improvement Plan for Core Facilitators

Debriefing

Debriefing clinical simulation experiences is a necessary step to encourage participants' reflective thinking and provide feedback about their performance. "When instructors foster high participant engage-

ment this yields better retention and deeper learning and increases the likelihood of the transfer of new or reinforced knowledge, skills and attitudes to the clinical or broader healthcare setting."² Debriefing should promote the development of clinical judgement and critical reasoning skills³. The theory-based debriefing method used by SJCSC will be Debriefing for Meaningful Learning.⁴

Validation of continued competence as a debriefer should be ongoing with the use of an established instrument.⁵ The Debriefing for Meaningful Learning Evaluation Scale (DMLES)⁶ provides a framework for formative feedback and promotes ongoing self-reflection as facilitators master this new skill. Core facilitators who utilize simulation more frequently should seek feedback from the Simulation team or a peer facilitator utilizing the DMLES instrument at least once annually.

1. Leighton, K, Muda, V., & Gilbert, G. E. (2018). Development and psychometric evaluation of the Facilitator Competency Rubric. *Nursing Education Perspectives*, 39(6), e3-e9.
2. Simon, R., Raemer, D.B., & Rudolph J. W. (2010). *Debriefing Assessment for Simulation in Healthcare (DASH) © Rater's Handbook*. Center for Medical Simulation, Boston, Massachusetts.
3. Dreifuerst, K. T. (2009). The essentials of debriefing in simulation: A concept analysis. *Nursing Education Perspectives*, 30(2), 109-114.
4. Dreifuerst, K. T. (2015). Getting started with Debriefing for Meaningful Learning. *Clinical Simulation in Nursing*, 11(5), 268-275.
5. INACSL Standards Committee (2016). *INACSL standards of best practice: Simulation Debriefing*. *Clinical Simulation in Nursing*, 12(S), S21-S25.
6. Bradley, C. S., Johnson, B. K., & Dreifuerst, K. T. (2021). Psychometric properties of the revised DML evaluation scale: A new instrument for assessing debriefers. *Clinical Simulation in Nursing*, 56, 99-107.

Simulation Educator Classifications

Element	Simulation Educator Novice	Simulation Expert I	Simulation Expert II
Observation	Observe a simulation facilitated by Sim Expert II.	Observation is integrated throughout the practice and mentoring components at the expert level.	Observation is integrated throughout the practice and mentoring components at the expert level.
Didactic, interactive or self-learning	Completes SJCSC Simulation Instructor Self-Learning Modules.	Completes SJCSC Simulation Instructor Self-Learning Modules.	<ul style="list-style-type: none"> • Completes SJCSC Simulation Instructor Self-Learning Modules. • Attends a professional development workshop or conference on simulation and shares lessons learned.
Practice (Includes simulation design, preparation of student materials, prebrief, sim session, debrief and evaluation activities.)		Regularly participates in simulation education (at least 6 hrs/AY).	Regularly participates in simulation education (at least 6 hrs/AY).
Expert feedback	<ul style="list-style-type: none"> • Completes the FCR annually (with the majority of scores in the beginner to advanced beginner rating). • Completes the Debriefing for Meaningful Learning Evaluation Scale (DMLES) annually as a self-assessment 	<ul style="list-style-type: none"> • Completes the FCR annually (with the majority of scores in the competent rating). • Completes the DMLES at least once annually with Sim Center staff or faculty peer to assess effectiveness of debriefing and obtain feedback to improve DML behaviors 	<ul style="list-style-type: none"> • Completes the FCR annually (with the majority of scores in the competent rating). • Completes the DMLES annually as a self-assessment • Completes the DMLES at least once annually with Sim Center staff or faculty peer to assess effectiveness of debriefing and obtain feedback • Completes the DMLES and provides feedback to at least one faculty peer annually.
Mentoring		<ul style="list-style-type: none"> • Facilitates at least one NP3 simulation session yearly. • Partner with Simulation Expert II to provide one sim session/yr. 	<ul style="list-style-type: none"> • Facilitates at least one NP3 simulation session yearly. • Partner with Simulation Expert II to provide one sim session/yr.
Networking		<ul style="list-style-type: none"> • Attends Simulation Advisory Committee meetings. • Must complete one of the following: <ul style="list-style-type: none"> - Attends Simulation Journal Club regularly. - Attends faculty led simulation training event at least once yearly. 	<ul style="list-style-type: none"> • Attends Simulation Advisory Committee meetings. • Must complete one of the following: <ul style="list-style-type: none"> - Attends Simulation Journal Club regularly. - Attends faculty led simulation training event at least once yearly. - Serves as a content expert for simulation education design - Joins a professional simulation organization such as INACSL or SSH

Adapted from: Peterson, D. T., Watts, P. I., Epps, C. A., & White, M. L. (2017). Simulation faculty development: A tiered approach. *Simulation in Healthcare: Journal of the Society for Simulation in Healthcare*, 12(4), 254-259. doi: <https://doi.org/10.1097/sih.0000000000000225>

Course Participants

Course Participation

- Participants must complete all assigned readings and preparatory work to be admitted to the simulation session. Participants are expected to be prepared for active learning upon arrival.
- Students should bring their laptop to all simulation sessions.
- Tardiness is disruptive to learners. All participants are expected to arrive on time for the simulation session.
- Participants are expected to contact the session facilitator if they are unable to attend or meet session requirements.

Code of Conduct

All users of SJCSC (participants, standardized participants, facilitators and staff) will conduct themselves in a way that will maintain a safe and productive environment for all.

Behavioral concerns: Professionalism must be displayed by participants, facilitators and staff at all times. Any behavior that threatens the physical or psychological safety (disrespect, bullying, aggression, etc.) of an individual or group will not be tolerated. Any participant concern should be reported to the session facilitator or SJCSC staff.

Disruptive participants: All users must act in a manner that does not disturb the academic activities occurring in the center. The facilitator has the right to dismiss any participant from SJCSC.

Dismissal from the center: SJCSC staff has the right to dismiss anyone (i.e. facilitators, learners, etc.) from the facility. Conduct that is unsafe, unethical, inappropriate or unprofessional may result in dismissal from the lab area. Consequences of dismissal will be determined by the governing body of the offender (i.e. college, hospital, outside organization). Issues with a facilitator or staff member should be addressed to the simulation center administrator and escalated to the chancellor if necessary.

Dress Code

- Hospital/college participants are required to wear a visible hospital/college ID badge at all times.
- College learners participating in simulation and/or performance assessment activities will adhere to the dress code as they would for their clinical experiences.
- Learners participating in the practice of skills are not required to adhere to clinical dress code but must follow the college handbook guidelines or as instructed by the facilitator.
- Hospital colleagues are encouraged to wear their uniform and/or lab coat for all simulated patient encounters.
- A stethoscope should be brought to all standardized participant and high-fidelity simulation sessions. Other equipment (penlight, watch, reflex hammer, etc.) may be required as outlined in the session information.

Community Participants

Dress code for community participants will be communicated in informational literature related to the event.

Cell Phone Usage

- The use of cell phones/smart watches/other smart devices for personal use during sessions at the simulation center is strictly prohibited. Cell phones/smart devices must be placed in silent mode prior to beginning a session. Researching information related to the simulation may be allowed as directed by the facilitator.
- All public use of cell phones/smart watches should be conducted in an area outside of the simulation session. If a participant has reason to believe they will receive an urgent call during a session, the facilitator must be informed. If it is necessary to take an emergency call, learners will excuse themselves and take the call in an area that will not disturb other learners.
- The use of cell phones/smart devices for the purpose of recording video, audio or photographs within the simulation session is prohibited without permission from the simulation center administrator.

Food and Drink Policy

No food items (solid or liquid) are allowed in the simulation areas. All food is restricted to the classroom areas. All beverages must be in containers which have a lid and are spill proof.

Environmental Stewardship and Safety

- All areas used during the simulation session must be cleaned and returned to pre-session condition prior to leaving. All trash should be placed in appropriate trash receptacles.
- All reusable (consumable) and/or excess supplies should be left neatly where they were set up.
- Never have ink pens or other permanent writing instruments, iodine/betadine or newsprint near the manikins or task trainers. These items will permanently stain the equipment. Pencils should be used for documentation purposes during the session.
- Any damage to equipment or operating problems should be reported immediately to center staff.
- All sharps must be disposed of in a sharps container. Please do not add sharps to an already full container.
- Treat all manikins and equipment with the same respect you would a human patient.
- Proper handwashing techniques should be used in the simulation center to protect both participants and equipment. Gloves should be used as in the real health care environment.
- Items on the floor (liquids or small objects) that could pose a fall risk must be removed immediately.
- All spills must be reported immediately to center staff or by calling ext. 47878.
- If needed, St. John's Hospital Security can be reached at ext. 44020.



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