DIVISION OF NURSING & HEALTH SCIENCES

FACULTY/STAFF HANDBOOK*

2016-2017

*Faculty is responsible for all information in this handbook and the current year NHS Student Handbook & NHS Pre-Program Information & Policies.

Revised 6/2016 Faculty Committee/MLR
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Introduction

The Lewis-Clark State College (LCSC) Division of Nursing & Health Sciences (NHS) Faculty/Staff Handbook is designed to assist faculty with policies and procedures pertinent to their assignment within the division. This handbook should be used in conjunction with the current editions of the Lewis-Clark State College Faculty-Staff Handbook/Policy Manual, the NHS Student Handbook, the NHS Pre-Program Student Handbook, and the Idaho Rules and Regulations for Nursing Practice.

Overview and History of the Division of Nursing & Health Sciences

LCSC, a regional state college, was established by the Idaho State Legislature in 1893. The instructional programs of the college are designed to promote its role and Mission by offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy, and other educational programs designed to meet the needs of Idahoans. The College gives continuing emphasis to select programs offered on and off campus at nontraditional times, and serving a highly diverse student body. The College has been accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1964. The last comprehensive visit (five-year reaccreditation review) occurred in October of 2009 with positive results. For several years LCSC has been honored by U. S. News & World Report rankings as one of the top comprehensive bachelor’s degree-offering public colleges in the West, including being ranked No. 1 in recent years.

LCSC’s Mission includes Nursing as one of its primary emphasis areas. Since the early 1900s, nursing in the Lewiston-Clarkston Valley has been grounded in deep historical roots and received sustained support from its community of interest. In 1919, the second Registered Nurse (RN) training program in Idaho was established at St. Joseph Hospital in Lewiston. Through the dedicated efforts of Sister Xavier of the Sisters of St. Joseph of Peace, a contract was negotiated for nursing students at the hospital school to take courses in Chemistry, Child Care and Dietetics through North Idaho College of Education (NICE, currently LCSC). This collaborative arrangement continued until 1952 when the Idaho State Legislature decided to close Northern Idaho College of Education due to concerns about enrollment and funding following the Korean War. During World War II, the Bolton Act brought cadet nurses to Lewiston Normal (currently LCSC) in 1943 (Peterson, pp. 112-113).

The effect of closing NICE in 1951 (Peterson, p. 154) and the loss of the diploma program at St. Joseph Hospital was devastating to the Lewiston-Clarkston Valley in the face of a growing nurse shortage in the state. NICE was reopened in 1955 as Lewis-Clark Normal School (Peterson, p. 173). Nursing advocates such as Dorothy Smylie, chair of the central district of the Idaho Nurses Association and the sister of Idaho Governor Robert Smiley, rallied in support of a nursing education program for north Idaho. In her words, "Idaho is a debtor state in preparation of professional nurses to meet the needs of patient care . . ." (Peterson, p. 223).

In 1957, Dorothy Smylie proposed and campaigned at length for a four-year nursing program that would utilize Lewis-Clark Normal School (currently LCSC) and the clinical facilities at St. Joseph Hospital. Amid an unreceptive political atmosphere, the District Four Idaho Nurses' Association and other community leaders pressed the state legislature for a nurse training program. Doctors and regional legislators supported this proposal.

As nurse shortages continued and the possibility of a deterioration in health care loomed, in 1963, Sister Helen Francis, supervisor of nurses at St. Joseph Hospital and Chair of the Nursing Educational Facilities Committee, warned of potential loss of hundreds of thousands of dollars to hospitals due to an undersupply of
trained nurses. Local hospital administrators and members of the Idaho Medical Association heard the message and joined in the lobby for a registered nurse training program. Even Governor Smylie (in his State of the State address) pressured the legislature for the training program. Sister Frances continued to compute data, survey elected officials, and conduct community discussions of the need for the nursing program.

Despite the persistent, dedicated and comprehensive support and lobbying efforts of strong nurse leaders such as Smylie, Sister Frances, and Grace Smith, a public health nurse from Potlatch, Idaho, the state legislature continued to refuse to fund a nursing program at Lewis-Clark. Residents of the region reacted by voicing more support for the program. Local doctors raised funds yet the legislators continued to ignore the support offered by residents of northern Idaho.

In 1965, pressured by Nez Perce county legislators and the State Board of Education (SBOE), the legislature increased the overall budget for Lewis-Clark to implement a four-year nursing program but did not appropriate funds specifically for this program (Peterson, p. 226). Funds had to be found from internal resources to develop a nursing program. Because there were insufficient funds to develop a four-year baccalaureate nursing program, Grace Smith, the first director of the new nursing program, had the immense challenge of developing a much shorter curriculum and recruiting students for a two-year rather than a four-year RN program.

From its inception in 1966, the two-year nursing program (Associate of Science Degree) was successful (Peterson, p. 227). It was accredited by the National League for Nursing in 1970 (Peterson, p. 266). However, it was not until much later that the initial dream of a four-year BSN degree at LCSC would be realized; at that time, the AS degree was phased out and retired.

**BSN Program**

With the support from all elements of the community of interest, the nursing program at LCSC continued its growth and evolution. In 1974, the SBOE suggested that LCSC conduct a feasibility study to determine the need for a baccalaureate completion program for registered nurses (RN to BSN). Results of a study of stakeholders indicated strong support from the Idaho Commission on Nursing and Nursing Education (ICNNE) and a high degree of interest in and need for baccalaureate level nursing education in northern Idaho. As a result of the ICNNE’s recommendations and in collaboration with the State Board of Nursing (SBON), a plan was initiated to request SBOE approval for a baccalaureate completion program for RNs. Although approved in 1977, implementation of the Bachelor of Science in Nursing (BSN) Program was delayed by a request from the State Curriculum Committee. The SBOE later granted funds in 1979 to establish the baccalaureate completion program and the first students graduated from the RN to BSN track in 1982.

In accordance with LCSC’s role and mission and recognizing the need for greater access to baccalaureate-level nursing education in northern Idaho for the rural place-bound nurse, LCSC established a BSN outreach site in Coeur d’Alene, Idaho, in 1987. Initially faculty from Lewiston traveled to Coeur d’Alene to recruit and advise students. In fall of 1989, a nurse faculty member was hired for on-site recruitment and advisement and to teach selected classes.

In 1994, to better prepare nurses to meet societal trends and address health care reform, the faculty voted to discontinue the AS (Nursing) Program and initiate a four-year baccalaureate program with a generic track and a completion track for RNs. The decision was based on a comprehensive study of health care trends and an analysis of workforce training needs. The community of interest in the region was surveyed over a two-year period of time. It was clear that changes in the role, setting, and knowledge base of nurses mandated a transformation of nursing education. The A.S. program formally closed in the Spring of 1996.

Forty years after the initial proposal by nurse leaders Dorothy Smylie, Sister Helen Frances, and Grace Smith, northern Idaho finally realized a four-year nursing degree. The Bachelor of Science in Nursing (BSN) Program admitted students in 1979. Fall 1995 marked the first year of the generic Bachelor of Science in Nursing (BSN) Program with an RN track. The first graduates of this new program included 31 basic students.
and 11 RN students. The BSN Program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). CCNE is officially recognized by the U. S. Secretary of Education as a national accreditation agency; it is an autonomous accrediting agency that contributes to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate and graduate education programs preparing effective nurses. The Program is also approved by the Idaho Board of Nursing.

A large portion of BSN graduates remain in the northern Idaho region to meet the demand for highly skilled and well-educated nurses. However, LCSC graduates are also employed in other countries. Many graduates assume leadership positions in hospitals, long-term care facilities, or community health agencies; and a number went on to complete graduate school programs. Through their service as professionals or their expertise as advanced practice nurses, these graduates "give back" to a region that has demonstrated a long and persistent history characterized by a strong commitment to quality nursing education.

**Radiography Programs**

In response to an increased community need for Radiologic Technologists (Rad. Tech.), the Division of Nursing expanded its offerings to include Radiographic Science degree. In the fall of 2002, the Radiographic Science Program, Associate of Science (AS Degree), was launched. Demand remains robust for this major and Rad. Tech. graduates have been highly successful. The division revised its name to Division of Nursing & Health Sciences in order to include the wider range of program offerings. Local hospitals have provided financial support to these programs.

In response to a community need to prepare Radiologic Technologists with expertise in more advanced technologies, the B.S. in Medical Diagnostic Imaging (MDI) was approved to begin in the fall of 2008. The track is currently on hold for Computed Tomography due to lack of clinical sites. Radiography Programs follow the Joint Review Committee on Education in Radiologic Technology (JRCERT) guidelines. In 2012 the program gained JRCERT accreditation. A three year review is scheduled for March of 2016.

**AAS (Practical Nursing) Program**

In response to what was identified as a community need for increased numbers of LPN’s to staff long term care positions in the region, NHS expanded its offerings to include a Practical Nursing (PN) Program, Associate of Applied Science (AAS Degree). The first cohort of students was admitted in January of 2004. In 2006, the PN Program received full approval by the Idaho State Board of Nursing, granted for a period of eight years. LPN to BSN track was launched in 2006 to help students in the LCSC AAS PN program continue their education and graduate with an RN and BSN degree. In 2014 the Idaho Board of Nursing reaffirmed approval.

**Sacajawea Hall**

Facilities planning in Fall 2004 included a future state-of-the-art Nursing and Health Sciences building. It was clear that NHS had outgrown the current outdated space. There was not sufficient faculty office space and only a few classrooms on campus that would accommodate 48 students. A new building was approved by the State of Idaho. Construction was completed just in time for the fall semester in 2009. On August 28, 2009 Lewis-Clark State College celebrated the dedication of the new Sacajawea Hall. The new facility has enabled the Division of Nursing & Health Sciences to expand its technology and teaching capabilities.

**Mission Statements and Philosophies**

**NHS**

The NHS, under the _aegis_ of Academic Programs, adopted the following Mission statement (Fall 2005):

In concert with LCSC, the Division of Nursing and Health Sciences exists to facilitate development of
outstanding healthcare providers committed to excellence in the delivery and management of patient centered care.

NHS focus is primarily on high-quality teaching, but also valued are collegiality, scholarly activity/professional development, and community service. Majors (Bachelor of Science in Nursing; Bachelor of Arts/Science in Medical Diagnostic Imaging, Associate of Science, Radiographic Science; Associate of Applied Science, Practical Nursing) are grounded in the principles of: nurse caring for nursing, and in professional imaging care for radiography. The RN to BSN Track is available via Lewiston and Coeur d’Alene (CDA), in an online format beginning Fall 2010. Beginning in 2014 partnerships with Associate Degree programs began with North Idaho College and College of Western Idaho.

**BSN Program**

**Mission Statement**

To strengthen the health and wellbeing of the people of our communities by preparing students as professional nurses who engage in critical reasoning and creative thinking to design, provide, and coordinate nursing care in a dynamic healthcare environment.

This Mission statement is consistent with LCSC and NHS Mission statements. This Mission also remains consistent with professional nursing standards and guidelines for the preparation of nursing professionals. Published policies of the College and those of the BSN Program remain congruent with and support the Mission and expected outcomes.

**BSN Expected Outcomes**

1. Upon graduation, students are well prepared to function as a Baccalaureate nurse in various healthcare settings.
2. Graduates well-prepared to participate as a member of interdisciplinary healthcare teams.
3. Graduates well prepared to understand and assume leadership roles in the healthcare system.
4. Stakeholders who are satisfied with the BSN curriculum and educational experience.
5. Students who successfully complete and graduate from the program.

**BSN Philosophy**

The faculty of the Baccalaureate of Science in Nursing (BSN) program, in support of the mission of Lewis-Clark State College, the Division of Nursing and Health Sciences and the BSN program, is committed to providing an outstanding undergraduate education for the preparation of professional nurses. The philosophy of the BSN program reflects the beliefs of the faculty and is based on the synergy of three concepts:

- The Science of Nursing
- The Art of Nursing
- The Teaching/Learning Environment

Synergy is the working together of two or more parts when the result is greater than the sum of their individual effects or capabilities.

We believe the Art of Nursing and the Science of Nursing are synergistic and within the teaching learning environment provide the philosophical basis for the BSN program.

We believe the BSN prepared graduate professional nurse is prepared to meet the challenges of an ever-changing healthcare environment, assuming leadership roles in the profession, advocating on behalf of clients and participating in the political processes impacting healthcare and the profession of nursing.
Science of Nursing

We believe that the **nursing process** is the scientific methodology whereby nurses plan interventions. It is the critical process of the science of nursing, a deliberate problem-solving approach to meeting people’s health care and nursing needs.

We believe that **critical thinking and evidenced based practice and research** are the foundations from which clinical reasoning and clinical judgment arise.

We believe that understanding the complexity of human needs requires extensive knowledge and integration of the **life and social sciences**.

Art of Nursing

We believe that **Caring Practices along with the American Nurses Association Code of Ethics** creates a compassionate, supportive, and therapeutic environment for patients, family members, communities and colleagues with the aim of promoting comfort and healing and preventing unnecessary suffering.

We believe the **7 C’s** of Caring define understanding of the caring concept for the nurse and the client.

- **Commitment** – Commitment to relationship is essential to caring. Nursing is a mutual interactive process producing an experience where both the client and nurse benefit.

- **Compassion** – Compassion means having an understanding of and being sensitive to situations and needs, understanding an experience from another’s perspective.

- **Confidence** – Encourages trust, truth, and respect without fear or conditions.

- **Competence** – Combining judgment and skills with knowledge and experience to best serve the client.

- **Conscience** – A process of valuing self and others. Conscience encompasses the principles of humanistic nursing care and the American Nurses Association Code of Ethics.

- **Collaboration** – working with others in a way that promotes/encourages each person’s contributions toward achieving optimal/realistic patient/family goals. Involves inter-disciplinary work with colleagues and community.

- **Cultural Sensitivity** - to recognize, appreciate and incorporate differences into the provision of care. Differences may include, but are not limited to, cultural differences, spiritual beliefs, gender, race, ethnicity, lifestyle, socioeconomic status, age, and values.

Teaching/Learning Environment

We believe in providing an environment that requires the student to be actively involved and to take responsibility for their learning.

We believe in and strive to create an interactive teaching-learning environment which embraces various teaching methods and modalities and takes into account student learning preferences.
We believe the faculty develops curriculum that facilitates learning that is responsive to the changing health care environment.

We believe that paramount to the curriculum are the AACN Professional Roles of Provider of Care, Designer/Manager/Coordinator of Care and Member of the Profession.

We believe in providing a safe environment that facilitates open communication where experiential learning is encouraged.

We believe that adult learning principles guide the curriculum. Students are encouraged to extend and refine previous knowledge and experiences to examine the complex meaning of nursing phenomena. We believe that professional collegial relationships between faculty and students are essential.

We believe in fostering students’ intellectual curiosity and a commitment to lifelong learning.

We believe that the faculty’s teaching expertise, personal scholarship, professionalism and clinical excellence provides students with the tools to develop an expert level of practice as professional nurses.

**Radiography Programs**

**Mission Statement**

*To produce competent practitioners in the field of diagnostic imaging who demonstrate professionalism and a commitment to high quality patient care.*

**Radiographic Science Expected Outcomes**

Program Effectiveness Measures of the LCSC Radiographic Science Program include:

1. Graduates will pass the national registry on the 1st attempt
2. Graduate pass rates will meet the national average
3. Graduates will be gainfully employed within 6 months of graduation
4. Students will complete the program
5. Graduates will be satisfied with their education
6. Employers will be satisfied with the performance of newly hired technologists

Radiographic Science Expected Student/Graduate Outcomes

Upon completion of the program, Students/Graduates will:

1. Demonstrate clinical competency
2. Demonstrate strong communication skills
3. Demonstrate critical thinking
4. Demonstrate professionalism & ethical judgment skills
Philosophy

The philosophy of the Division of Nursing and Health Sciences and the Radiographic Science Program at LCSC is based on the synthesis of two concepts: The provision of appropriate care and the enhancement of professional education in the academic and clinical arenas, respectively.

Program Outcomes

The radiographic program faculty believes that the provision of appropriate care as ordered by a licensed medical professional is the underlying foundation that will lead to disease treatment and enhanced patient care. From this perspective, the program outcomes of diagnostic imaging competence, critical thinking abilities, professional radiography role development, communication abilities, and the application of knowledge of human diversity are derived and realized by each program graduate.

Radiographic Science Education

The Radiographic Science Program faculty view education as a dynamic process of teaching and learning. Learning is a continuous, life-long process of formal and informal, planned and unplanned, structured and intuitive experiences through which knowledge, skills, and values are compared and modified. The ASRT/ARRT Code of Ethics and Professional Conduct provide a framework which explains how the student, through multiple learning experiences, transitions into the role of professional radiographer. The interaction of teaching and learning shape the student’s future development and efforts in learning throughout life. Associate degree radiography education provides the foundation for life-long personal and professional growth in the imaging sciences. A broad base of education comprised of courses in the arts, sciences, and humanities, and radiographic science enables students to think critically, empathize with patients, advocate for maximum patient benefit, and appreciate diversity of values, beliefs, abilities and experience among persons. (Adapted from the LCSC BSN Program Philosophy, 2004-2005).

AAS (Practical Nursing) Program

Mission Statement

In accordance with the mission of Lewis-Clark State College, the Practical Nursing Program exists to prepare students to assume entry-level positions as licensed practical nurses. Through a dynamic curriculum, the nursing faculty stimulates a commitment to lifelong learning, challenging students to pursue academic excellence and to provide high quality, nursing care, grounded in the principles of nurse caring.

Practical Nursing Expected Outcomes

Upon graduation, students are well prepared to function as a Practical Nurse in various healthcare settings.

1. Graduates are well prepared to apply critical judgment skills and synthesize knowledge from nursing and basic biological sciences in the delivery of care to a diverse patient population.
2. Graduates well prepared to use communication abilities to promote the well-being of individuals and families.
3. Stakeholders who are satisfied with the PN curriculum and educational experience
4. Students who successfully complete and graduate from the PN program and obtain employment as a practical nurse.
Philosophy

The philosophy of the Practical Nurse program is based on the synthesis of two concepts: nurse caring and nursing education. Through nurse caring and nursing education, practical nurses can contribute to the general well-being of society.

Nurse Caring

The nursing faculty members believe that nurse caring, with the nursing process and informed caring at the core, is the essence of the nurse-client relationship (Swanson, 1991, 1993). From this over-arching construct, the program outcomes of therapeutic nursing interventions, critical thinking abilities, professional and practical nurse role development, communication abilities, and application of knowledge of human diversity are derived.

Practical nursing is an evolving discipline of art and science that contributes to the health assessment of individuals and families and is responsive to changes in health care technology and delivery. A vital role of practical nursing is to enhance the well-being of individuals, families and groups in structured settings.

Under the direction of and in collaboration with the registered nurse, physician, or dentist the practical nurse provides care for clients, families and groups in a variety of structured settings with goals of health promotion, maintenance, restoration or palliation.

Practical nurses are integral and valued members of the health care team. They collaborate with team members in caring for and facilitating client empowerment and decision making.

The Practical Nurse is prepared to participate, under supervision, with clients, their families and/or support systems to identify common, well-defined nursing problems. They assist in nursing interventions with the goal of promoting and maintaining an individual's optimal level of well-being and, when necessary, assisting the individual to prepare for a peaceful death.

Nursing Education in a Caring Model

Nursing education is the caring interactive process of teaching and learning. The faculty view education as a dynamic process of teaching and learning. The Nurse Caring Model provides a framework which explains how the student, through multiple learning experiences, transitions into the role of professional practical nurse. Defining standards and evaluating terminal outcomes are responsibilities of the teacher. The goal of teaching is to facilitate learning and it involves the assessment of learner needs and goals, the delineation of the body of knowledge to be transmitted, the utilization of structured and informal learning experiences, and the provision of support and challenge. The faculty members serve as role models and managers of the learning environment, facilitating open inquiry and guiding students to become active participants in the learning process. The interaction of teaching and learning shape the student's future development and efforts in learning throughout life.

Practical Nursing Education

Learning is life-long and is facilitated by a learning environment that is learner focused and fosters caring, empathy, critical thinking and creativity. Learning is a unique experience for each learner and is influenced by interests, values, life experiences, and readiness to learn.

Learning is the responsibility of the learner. Learners possess prior knowledge that has value and relevance to build nursing knowledge. Prior experiences and learning fosters a commitment to life-long learning. Creating an environment conducive to learning is a shared responsibility of the teacher and learner.
Position Descriptions

Following are positions descriptions for various positions within NHS. The position description is used in conjunction with the college Job Description and division and college promotion and tenure criteria, in determining a faculty member’s duties and responsibilities.
**Division Chairperson**

The Division Chair is an administrative officer of the College who serves as the Chief Executive officer of an academic or technical instructional unit populated by faculty and staff. He or she is responsible for all aspects of operation of the unit and serves as the primary spokesperson for the unit. The Chair serves as a member of the Dean’s administrative team. In the academic areas he or she is generally also a member of the faculty. The division chairperson is expected to provide leadership within the division and the College. It is expected that the division chairperson performs his or her duties in the spirit of cooperation with the division faculty. The duties of the position should be performed in a timely manner in consultation with the Dean and in concert with Idaho State Board of Education and institutional policies. The length of the contract for the position and the amount of teaching is negotiated with the Dean based upon the size of the division and activities within the division. Primary duties for all Division Chairs include the following and other duties as assigned.

**Administrative Relationships**

- Represent the division and its programs with appropriate groups.
- Keep the Dean informed of matters of importance to the division and work with the Dean to achieve the division’s goals.
- Work with other College units to ensure appropriate and high quality programming in our outreach efforts.
- Work with other division chairpersons to ensure appropriate and high quality programming.

**Budgets and Resources**

- Manage the budgets and business of the division.

**General Administration**

- Prepare course offerings and schedules.
- Prepare required reports including those for regional and specialized accreditation bodies in consultation with the Dean.
- Conduct program review, assessment and strategic planning processes.
- Resolve student problems.
- Resolve faculty and staff problems.

**Leadership**

- Keep the division informed on matters of importance.
- Conduct meetings of division faculty and establish division committees.
- Provide leadership in achieving institutional goals and addressing institutional needs and priorities.

**Program Development and Management**

- Provide leadership within the division including developing program plans, coordinating activities and maintaining high quality performance in teaching and scholarly activities.

**Personnel**

- Conduct performance evaluations as required by college policies.
- Hire, orient, train and supervise staff.
- Orient, mentor and evaluate full-time and part-time faculty.
- Recommend to the Dean appointments, promotions, tenure, sabbatical, salary adjustments, leaves of absence, dismissals or other matters affecting personnel of the division.
- Conduct performance evaluations as required by college policies.

Policy Administration

- Develop and maintain program and divisional policies.

Teaching and Advising

- Teach courses and advise students within the division as appropriate.
Assessment Director

Required qualifications:
Master’s degree in nursing and earned doctorate in nursing or related field; teaching experience in nursing at the baccalaureate level; demonstration of scholarly activities/ research; strong interpersonal and organizational skills; licensed to practice professional nursing in Idaho and Washington; experience in leadership/ administration roles; interest in grantsmanship and interdisciplinary health sciences; interest in assessment and accreditation processes.

Preferred qualifications:
Academic preparation in administration and/or curriculum/ instruction; teaching experience with RN to BSN students; demonstration of ability to develop innovative strategies; national certification in a nursing specialty; leadership/ administration experience in academic nursing/ health sciences programs and/or in nursing practice; experience in grantsmanship and with interdisciplinary health sciences; experience with assessment and accreditation processes.

Organizational Relationships:
The Assessment Director (AD) is appointed by and reports to the Division of Nursing & Health Sciences (NHS) Chair. The scope and nature of responsibilities and reassigned time are negotiated with the Chair on an annual basis. Evaluation for the administrative role occurs annually in conjunction with evaluation of the faculty role.

Responsibilities:
The purpose of this role is to assist the NHS Chair and faculty to coordinate the various assessment activities of the NHS and to facilitate assessment processes within the Division. The Assessment Director also fulfills the responsibilities and specific duties of Faculty Member as designated in this handbook.

Specific Duties (in addition to those of Faculty Member):
- Serves as Acting Chair in the absence of the Chair.
- Assists the Chair in visioning and future planning.
- Serves as lead in accreditation processes for all programs.
- Assists the Chair in seeking external sources of funding for special needs.
- Collaborates with individuals and groups inside and outside of the Division for the purpose of achieving organization goals and objectives, such as advisory boards.
- Other duties as assigned by NHS Chair.
- Serves as NHS Assessment Director.
  - Works with Program Track Coordinators and Radiography Director to set annual Calendar of Assessment Activities.
  - Works with the College Office of Institutional Planning, Research & Assessment to maintain student databases.
  - Assesses and recommends assessment tools reflective of outcomes for each program.
  - Coordinates and ensures the collection of appropriate assessment data.
  - Analyzes, correlates, interprets, disseminates, and reports assessment findings (College, NHS, IBON, CCNE, NLN, ARRT) as appropriate.
  - Coordinates admission and outcomes testing (e.g., NET, HOBET, HESI).
  - Works with all programs to integrate and revise programs based on assessment data.
  - Assists faculty in selecting appropriate indicators and benchmarks for NHS outcomes.
- Tracks student admission, progression, and attrition.
- Tracks and reports faculty outcome data.
- Represents NHS at college-wide assessment and accreditation activities.
- Links Program Systematic Plans for Assessment/Evaluation with that of the College.
- Mentors faculty to understand assessment data and continuous quality improvement efforts; raises questions related to interpretation of the data.
- Maintains currency of state articulation plan for nursing programs.
- Works with NHS faculty to:
  - Generate outcome data for grant purposes.
  - Identify appropriateness of current internal and external performance assessments and recommend changes.

Annual evaluation will be based on NHS Faculty position descriptions. Specific dates and duties to be determined with the Division Chair.

Faculty Member: _______________________________ Date: ________________

Division Chair: _______________________________ Date: ________________

Academic Dean: _______________________________ Date: ________________
**Faculty Member**

**Organizational Relationships:**

The faculty member reports and is responsible to the Division Chairperson. The scope and nature of responsibilities are negotiated with the Division Chairperson on an annual basis. Evaluation occurs annually and is based on Division Chairperson and peer observations in classroom and clinical sites, student course evaluations (SCEs), scholarly activity and service.

**Responsibilities:**

The faculty member is committed to fulfill the role and mission and institutional goals of Lewis-Clark State College and to participate in dynamic institutional changes projected into the 21st century. The faculty member’s most important duty is to deliver high quality instruction and advising/mentoring to students of the College. The faculty member also actively strives and works to develop effective, high quality programs that exert positive impact upon students, colleagues, related professions, professional constituencies and the greater society. The faculty member supports the philosophies and procedures of the Division and College, implements the supporting policies and procedures, and strives to maintain constructive professional relationships with students, peers, administrators and the larger community.

To realize these commitments and meet the demands of educating effective citizens for an increasingly complex society, the faculty member engages in a systematic, active, continuous program of personal and professional growth and development. Thus, the faculty member a) positively impacts students' knowledge, skills, values and future actions in citizenship and professional endeavors, b) ensures the quality of College programs in service to students and the greater society, c) becomes progressively more capable and productive in professional roles, d) positively impacts him/herself, the respective professions, constituencies of the College and quality of life in the region, and e) serves positive humane interests by influencing the emergence of globally aware, socially responsible, and diversity-sensitive graduates.

The faculty member reports and is responsible to the Division Chair. The scope and nature of responsibilities are negotiated with the Division Chair on an annual basis. Evaluation occurs annually and is based on Division Chair and peer observations in classroom and clinical sites and student reactions to instruction.

**Specific Duties:**

**Teaching**

- Teach a range of undergraduate courses as assigned by Division Chair.
- Assume responsibility for preparing, organizing and evaluating instruction in assigned courses.
- Assume responsibility for appropriate Special Topics courses as necessary.
- Utilize alternative instructional methods to deliver courses when appropriate, *e.g.*, Web-based instruction, interactive video conferencing (VIC).
- Maintain up-to-date records and grades for all assigned students.
- Maintain satisfactory ratings on student, peer, and Chair evaluations of instruction.
- Remain knowledgeable of current developments in areas of teaching responsibility through text review, surveys of the professional literature and professional contacts, and make appropriate adjustments in course content.

**Curriculum Research and Program Development**

- Participate effectively in all scheduled meetings of the Division and assigned subcommittees.
- Regularly review and contribute to improvements in content and structure of degree programs.
- Investigate and implement, when appropriate, new technologies for the delivery of academic programs.
• Develop new and/or "alternative delivery" academic programs that will enhance the Division’s mission.
• Participate actively in short and long range planning for the Division and College and also in progress reporting procedures.
• Assist in identifying short- and long-term equipment, supply and resource needs.

Governance
• Attend and participate in all assigned Division and College faculty meetings.
• With the concurrence of the Division Chair, serve on promotion, tenure, Division and College-wide committees, acting as an effective liaison between such committees and the Division.
• Keep scheduled on-campus office hours weekly. Communicate to advisees how appointments may be scheduled.
• Become familiar with and abide by College policies and procedures, actively seeking clarification should procedures seem ambiguous and/or inconsistent.

Student Recruitment, Advisement, Retention and Placement
• Participate in divisional and College recruitment, advising and retention activities.
• Effectively advise prospective/ assigned students congruently with College, Division and program policies and procedures.
• Keep Chair and colleagues apprised of student progress.
• Recommend students to the Chair for graduation.

Scholarship and Professional Development
• Maintain professional skills and knowledge in areas of specialization and teaching assignments.
• Engage in ongoing professional development activities including conferences, workshops, and coursework.
• Contribute to the profession through research, paper presentation, consultation and publication in refereed journals.
• Be available as a resource to campus and community-based organizations, service constituencies, governmental units and interest groups.

Community Service
• Represent the Division at college and community events as requested.
• Provide presentations or consultations to community groups.
• Actively pursue ongoing community involvement to contribute to quality of life in the region.

Other Assigned Duties
• Consistently support the philosophy and programs of the Division and College.
• Meet all deadlines for syllabi, vitae, promotion/ tenure documents, book orders, student reactions to instruction, contract return and other recurring institutional operating demands.
• Strictly adhere to, enforce and improve quality-related indicators of program, Division and College operations.
• Serve as liaison/mentor to appropriate faculty.
• Assist in the evaluation of adjunct faculty when requested.
• Other specific duties as assigned.
• Adhere to College policies as defined in the Faculty-Staff Handbook.
• Promote and maintain collegial relationships with college and division peers, staff, and administration.
• Promote and maintain professional and ethical relationships with students, supporting agencies, and community healthcare services.
Conditions of Employment

- Maintains credentials, current WA & ID RN licensure required for teaching and for the profession, and faculty health requirements.

Faculty of Record Supervision of Clinical Instructors/Preceptors

Approved: Fall 2016

Purpose
To provide responsibilities of the full-time NHS faculty member’s supervision of clinical adjunct instructors who are clinical experts, but do not have a master’s degree. NHS will not assign any Clinical Instructor without a Master’s degree to be the faculty of record for any clinical class section. The Faculty of Record (FOR) will be an assigned full-time NHS faculty member, who will be listed as such in all class/schedule documents. The role of the Clinical Instructor will be as a Clinical Preceptor/teacher, working directly under FOR supervision.

Scope
Faculty who supervise clinical adjunct instructors who are clinical experts, but do not have a Master’s degree

Responsible Parties
Clinical Adjunct Instructors who do not have a Master’s degree
Faculty who supervise clinical adjunct instructors who are clinical experts, but do not have a master’s degree
Chair of the Undergraduate Program

Policy/Process
The Faculty of Record will orient the Clinical Instructor to their role as Clinical Preceptor/teacher within the course. Course requirements, the syllabus, orientation to the class BlackBoard site, daily documentation, and specific class documents are included.

Faculty of Record Responsibilities

- Preparation of the syllabus, including all assignments prior to the start of class.
- Responsible for completion of the Clinical Instructor’s orientation checklist.
- On-site consultation and supervision with the Clinical Instructor a minimum of 1-2X per semester.
- Consults with the Clinical Instructor for the student mid-term and final class evaluations, and co-signs all evaluations. Collects evaluations and submits them to the NHS office for filing in students’ individual files.
- Assists the Clinical Instructor with entering all final student clinical grades into WarriorWeb.
- Assists the Clinical Instructor with any student adverse events on-site and all related documentation.
- Provides the BSN Coordinator and/or Chair with input on the Clinical Instructor’s performance.

Clinical Instructor Responsibilities

- Adheres to the NHS policy regarding faculty expectations.
- Fulfills course responsibilities under the supervision of the assigned Faculty of Record, for daily supervision of students at the clinical site and for feedback on assignments.
- Completes orientation to the clinical site under the supervision of the FOR prior to the beginning of class.
- Completes and returns Orientation Checklist to FOR.
- Collects, and works with FOR to grade student clinical assignments, and returns same to students as appropriate.
• Works with the FOR to evaluate students’ progress and complete mid-term and final clinical evaluations, in addition to any anecdotal documentation that may be necessary regarding poor performance.
• Notifies FOR and/or BSN Coordinator as soon as possible of any student adverse event.
• Reviews the NHS Student Policy Handbook that is applicable for the program, and uses it as a resource for appropriate student situations.

Related Policies/Forms
Initial Draft: Summer 2016
Lead Faculty/ Team Member

The Division Chair will assign a Lead Faculty for all team taught theory and clinical courses. Participation as lead faculty qualifies as NHS Service. The Lead Faculty is the individual responsible to ensure the course is delivered in a smooth and efficient manner.

Theory/ Clinical Course Responsibilities

Communication
   a. Call informal team meetings as needed
   b. Clearly expresses expectations and disseminates team member duties

Teaching Supplies and Equipment
   a. Determine and acquire necessary supplies and equipment to deliver the course. Submit to Division Chair requests (with justifications) for capital and operating expense items when applicable
   b. Collaborate with course team and/or Clinical Resource Center / Simulation Coordinator regarding supplies, storage, media, and scheduling of CRC/ Sim Lab for assigned course activities.
   c. Ensure book orders are completed on time
   d. Monitor course Blackboard site to ensure currency, accuracy, and timely posting of course materials

Curriculum
   a. Supervise course development and implementation; which may include but is not limited to: course outline, syllabus, assignments, course activities and all applicable Blackboard materials
   b. Ensure updating/development of course by responding to recommendations based on practice changes, faculty, and student feedback

Student Progress
   a. Facilitate students seeking to challenge assigned course.
   b. Keep appropriate Director/Coordinator informed of concerns related to student conduct and/or classroom/ clinical performance
   c. Assist to establish developmental plan/ learning contract with student who demonstrates unsafe and/or unprofessional conduct, and individualized related learning activities and/or student appeals as needed

Organizational
   a. Ensure most current version of syllabus is electronically saved to the Redwood drive.
   b. Assist appropriate Director/Coordinator to identify assessment issues/ questions related to assigned course.
   c. Manage class roster, including submission of 5th or 10th day attendance via WarriorWeb
   d. Facilitate completion of internal student course evaluation processes.
   e. Ensure final grades are submitted via WarriorWeb prior to college deadline

BSN Clinical courses
Coordinate student clinical rotations, taking into account agency, faculty & student needs.
   a. Recommend new clinical site contracts and complete Contract Request form as needed.
b. Assist appropriate Director/Coordinator to conduct an ongoing review of current clinical sites and educational activities for their validity and adequacy to meet course/program objectives.

c. Assist appropriate Director/Coordinator to coordinate full- and part-time faculty needed for assigned course (e.g., suggest potential adjunct faculty).

**Team Member Responsibilities specific to team teaching**

**Communication**
- a. Notify Lead Faculty of need for team meetings.
- b. Attend informal team meetings.
- c. Assist lead faculty to facilitating their duties successfully

**Teaching**
- a. Contributes to course Blackboard site and assists Lead Faculty to ensure currency, accuracy, and timely posting of course materials.
- b. Follow-through with tasks to ensure efficient course functioning and continuity, as delegated by Lead Faculty

**Student Progress**
- a. Keep Lead Faculty informed of any concerns related to student conduct and/or classroom/clinical performance.
- b. Establish developmental plan/learning contract with student demonstrating unsafe and/or unprofessional conduct, and individualized related learning activities and/or student appeals as needed.
Directors/Coordinators

Radiography Director

Required qualifications:
Master’s degree in radiography or related field; credentialed with ARRT®.

Preferred qualifications:
Teaching experience in JRCERT accredited undergraduate Radiography program; earned doctorate in related field.

Organizational Relationships:
The Radiography Director is appointed by and reports to the Division of Nursing & Health Sciences (NHS) Chair. The scope and nature of responsibilities and release time are negotiated with the NHS Chair on an annual basis. Evaluation for the administrative role occurs annually and is based on Division Chair observations and performance of duties listed below.

Responsibilities:
The purpose of this role is to manage the various tasks of the Program. The Program Director also fulfills the responsibilities and specific duties of Faculty Member as designated in this handbook.

Specific Duties (in addition to those of Faculty Member):
1. Provides leadership for program planning and processes.
2. Provides leadership in program curriculum development and ensures congruency with accreditation standards.
3. Participates with Clinical Coordinator to establish student rotation schedules and placement in clinical sites, including initiation and validation of contracts as needed.
4. Facilitates establishment of program admission criteria and processes.
5. Communicates with Chair regarding program and student performance and issues.
6. Works with Chair to create and maintain time schedule, web page, and college catalog.
7. Leads Advisory Board meetings. Collaborates with Division Chair, Clinical Coordinator, and RS Faculty in determining membership and setting agenda.
8. Collaborates with Assessment Director and RS Faculty to establish and measure program and student outcomes and determine appropriate follow-up; assists in the completion of required internal and external reporting.
9. Ensures program policies are maintained and distributed to students.
10. Leads the accreditation process.
11. Coordinates annual new student orientation and information sessions.
12. Participates in appropriate regional recruiting activities for new students and retention activities for current students; coordinates development and distribution of appropriate recruitment materials.
13. Serves as lead for program or track advising; coordinates development and distribution of appropriate advising materials.
14. Orients new program faculty to program structure and processes.
15. Ensures only those students in compliance with health requirements participate in clinical experiences.
16. Facilitates program subcommittee meetings.
17. Other duties as assigned by NHS Chair.

Annual evaluation will be based on NHS Faculty & Radiography Director position descriptions.
Based on 11 Month contract, 44 days will be worked between graduation day and the first day faculty returns to campus in August. Specific dates and duties to be determined with the Division Chair.

Faculty Member: _______________________________ Date: __________________
Division Chair: ______________________________ Date: __________________
Academic Dean: ______________________________ Date: __________________
Radiography Clinical Coordinator

**Required qualifications:**
Bachelor’s degree in radiography or related field, credentialed with ARRT®.

**Preferred qualifications:**
Teaching Experience in undergraduate Radiography program. Master’s degree in radiography or related field.

**Organizational Relationships:**
The Radiography Clinical Coordinator of the Division of Nursing & Health Sciences (NHS) is appointed by the Division Chair and generally reports to the RS Program Director.

**Responsibilities:**
Responsibilities of the Radiography Clinical Coordinator require a minimal amount of reassigned time for coordinating activities. In addition to the usual faculty teaching/advising, and scholarly/service activities, additional NHS responsibilities include:

- A. Serves as Radiography Clinical Coordinator, including activities that are congruent with JRCERT standards.
- B. Establishes student clinical rotation schedules
- C. Maintains frequent and regular communication with the Radiography Director and other Radiography faculty.
- D. Maintains good relationships with clinical/ agency personnel.

*Annual evaluation will be based on NHS Faculty & Radiography Clinical Coordinator position descriptions. Based on 10 month contract, 22 days will be worked between graduation day and the first day faculty returns to campus in August. Specific dates and duties to be determined with the Division Chair.*

Faculty Member: ___________________________ Date: ________________
Division Chair: ___________________________ Date: ________________
Academic Dean: ___________________________ Date: ________________
Program/Track Coordinator

Qualifications:
1. BSN Coordinator
   - Required: Master’s degree in nursing; teaching experience in nursing at the baccalaureate level; licensed to practice professional nursing in Idaho and Washington.
   - Preferred: earned doctorate in nursing or related field; national certification related to position (10-month contract)
2. LPN to BSN Coordinator
   - Required: Master’s degree in nursing; teaching experience in nursing at the baccalaureate level; licensed to practice professional nursing in Idaho and Washington.
   - Preferred: earned doctorate in nursing or related field; national certification related to position (10-month contract)
3. RN to BSN Coordinator
   - Required: Master’s degree in nursing; teaching experience in nursing at the baccalaureate level; licensed to practice professional nursing in Idaho and Washington.
   - Preferred: Teaching experience with RN to BSN students; earned doctorate in nursing or related field; national certification related to position [9-month contract].
4. PN Coordinators
   - Required: One of the members of the PN Leadership Team Coordinators must have a Masters’ degree in nursing; licensed to practice professional nursing in Idaho and Washington. The other member must have a bachelor’s degree in nursing; licensed to practice professional nursing in Idaho and Washington.
   - Preferred: Teaching experience in undergraduate nursing program; Master’s degree in nursing; national nursing certification related to position [12-month contract].

Organizational Relationships:
The Program Coordinator is appointed by and reports to the Division of Nursing & Health Sciences (NHS) Chair. The scope and nature of responsibilities and release time are negotiated with the NHS Chair on an annual basis. Evaluation for the Coordinator’s/ Team Member’s role occurs annually and is based on Division Chair observations and performance of duties listed below.

Responsibilities:
The purpose of this role is to coordinate the various tasks of the Program or Track. The Program/ Track Coordinator members also fulfill the responsibilities and specific duties of Faculty Member as designated in this handbook.

Specific Duties (in addition to those of Faculty Member):
1. Coordinates program curriculum development and ensures congruency with other program tracks and accreditation standards.
2. Participates with Lead Faculty to establish student rotation schedules and placement in clinical sites, including initiation and validation of contracts as needed.
3. Coordinates program/track admission criteria and processes.
4. Communicates with Chair regarding student performance and issues.
5. Communicates and plans with other directors and coordinators as needed to meet program and division needs.
6. Works with Chair to create and maintain time schedule, web page, and college catalog.
7. Participates in Advisory Board meetings. Collaborates with Division Chair in determining membership and setting agenda.
8. Collaborates with Assessment Director to establish and measure program and student outcomes and determine appropriate follow-up; assists in the completion of required internal and external reporting.
9. Ensures program policies are maintained and distributed to students.
10. Under direction of Chair/Assessment Director, participates in accreditation processes.
11. Conducts new student orientation and information sessions.
12. Participates in appropriate regional recruiting activities for new students and retention activities for current students; coordinates development and distribution of appropriate recruitment materials.
13. Serves as lead for program or track advising; coordinates development and distribution of appropriate advising materials.
14. Orient new program/track faculty to program structure and processes.
15. Ensures only those students in compliance with health requirements participate in clinical experiences.
16. Facilitates regular program subcommittee meetings.
17. Other duties as assigned by NHS Chair.

Annual evaluation will be based on NHS Faculty & Program/Track Coordinator/Leadership Team position descriptions. If Coordinator role involves a 10 month contract, 22 days will be worked between graduation day and the first day faculty returns to campus in August. Specific dates and duties to be determined with the Division Chair.

Faculty Member: ____________________________ Date: ________________
Division Chair: ____________________________ Date: ________________
Academic Dean: ____________________________ Date: ________________
Clinical Resource Center Coordinator

Responsibilities:
The purpose of this role is to coordinate the activities of the Clinical Resource Center.

Organizational Relationships:
The Clinical Resource Center Coordinator is appointed by and reports to the NHS Division Chair. The scope and nature of responsibilities are negotiated with the Chair on an annual basis, in collaboration with the Program Coordinators.

Specific Duties:
- Assist students during open skills lab hours.
- Be up-to-date in the use of human simulation technology; assist and provide technological support as simulation operator, in coordination with the SIM Lab Specialist.
- Available for individual student assistance upon the request of students and/or faculty during open lab hours and special appointments.
- Clinical Resource Center (Nursing Skills Lab) Management
  - Post open lab hours for nursing students in all levels.
  - Maintain skills lab media and textbook library for students.
  - Serve as Human Simulation clinical expert, includes training of new faculty, updates for all clinical faculty, maintenance of equipment.
  - Review and report skills lab equipment needs to Division Chairperson.
  - Supervise, orient, and manage student lab assistants
  - Coordinate scheduling activities of lab; maintain calendar for lab and SIM lab
  - Order equipment and supplies, maintain inventory and all equipment in good working order; maintain equipment replacement schedule.
  - Attend and participate in selected Division meetings.
  - Other Assigned Duties.

Annual evaluation will be based on NHS Faculty & Clinical Resource Coordinator position descriptions. Based on 10 month contract, 22 days will be worked between graduation day and the first day faculty returns to campus in August. Specific dates and duties to be determined with the Division Chair.

Faculty Member: _____________________________ Date: _________________

Division Chair: ______________________________ Date: _________________

Academic Dean: ______________________________ Date: _________________
Simulation Lab Coordinator/Specialist

Responsibilities:
The purpose of this role is to coordinate the activities of the Simulation Lab.

Organizational Relationships:
The Simulation Lab Specialist is appointed by and reports to the NHS Division Chair. The scope and nature of responsibilities are negotiated with the Division Chairperson on an annual basis, in collaboration with the Program Coordinators.

Specific Duties:
- Be proficient in the use of simulation technology and process; assist and provide technological support as simulation operator to faculty teams with student clinical groups of all levels in simulation.
- Set-up and breakdown of simulations.
- Remain current in research activity with simulation in nursing to promote accurate learning/teaching modalities for clinical faculty.
- Management and development of simulation experiences within the curricula for all BSN, PN and Radiographic Science student levels.
- Serve as Simulation clinical expert, including training of adjunct and new faculty, updates for all clinical faculty and updating of simulation scenarios.
- Review and report SIM lab equipment needs to the Division Chair and to the CRC Coordinator.
- Supervise, orient, train and manage student lab assistants in the SIM lab.
- Collaborate scheduling activities of SIM lab; maintain calendar in association with the CRC Coordinator and faculty in charge of each level of student clinical groups.
- Work with CRC and clinical faculty to schedule and develop new simulations with increasing of simulation clinical days, as needed.
- Inventory and replacement of simulation supplies used in all levels of simulations.
- Assess and maintain equipment in good working order and anticipate equipment replacement schedule.
- Attend and participate in selected BSN, PN and Radiographic Science program and Division meetings.
- Develop, integrate and promote inter-professional simulation roles and departments into simulations (i.e. radiology).
- Coordinate use of actors in simulation roles with the Drama department.
- Work with IT and college communications to promote the SIM lab as a vital component of the NHS program.
- Coordinate faculty development simulation training sessions as needed.

Annual evaluation will be based on NHS Faculty & Simulation Lab Coordinator position descriptions. Based on 10 month contract, 22 days will be worked between graduation day and the first day faculty returns to campus in August. Specific dates and duties to be determined with the Division Chair.

Faculty Member: ____________________________ Date: ____________________________

Division Chair: ____________________________ Date: ____________________________

Academic Dean: ____________________________ Date: ____________________________

Revised 6/2016 Faculty Committee/MLR
**NHS Program Advisor**

**Responsibilities:**
The purpose of this role is to provide direct advising to NHS students and support to faculty as they advise pre-program students.

**Organizational relationships:**
The Program Advisor reports to the NHS Division Chair. The scope and nature of responsibilities are negotiated with the Chair on an annual basis. This position is located at the Coeur d’Alene Outreach Center.

**Specific Duties:**
- Advising and processing all Coeur d’Alene NHS Students, including non-LCSC credit evaluations for transfer students. Primary focus is on RN to BSN students
- Act as primary advisor for pre-RN to BSN students at all locations
- Act as primary information source for regional students interested in all NHS programs
- Database management for student files and programs within Colleague and Microsoft Access
- Assist with scheduling and catalog/publication information for NHS programs
- Hold advising office hours and conduct routine advising/recruitment workshops at Coeur d’Alene Outreach Center and regional locations
- Assist with the development of advising handouts & web materials for prospective and admitted NHS students.
- Field general NHS phone (Advising Center) and email inquiries.
- Coordinate with NIC and neighboring community colleges regarding advising sessions, recruitment activities, etc.
- Assist in the development and review of transfer agreements and other credit transfers (e.g. LC-Connection, LC Express)
- Collaborate with division staff and faculty to ensure accurate advising and student progression.
- Hold weekly office hours at both Kootenai Health and North Idaho College.
- Hold office hours at Spokane Community College twice each semester.
- Collect and process all RN to BSN applications.
- Assist with NHS assessment needs as needed, primarily RN to BSN students.
- Other duties as assigned by the NHS Division Chair.
Adjunct Instructor (Theory and Clinical)

Responsibilities:

The adjunct instructor’s most important duty is to deliver high quality instruction. The instructor supports the philosophies and procedures of the Division and College and strives to maintain constructive professional relationships with students, peers, administrators and the larger community.

The adjunct instructor reports to the lead faculty for the course. The scope and nature of responsibilities are negotiated with the Division Chair. If the adjunct instructor teaches more than six credits, evaluation occurs annually and is based on Division Chair and peer observations in classroom and clinical sites, and student reactions to instruction.

Specific Duties:

Course Instruction for non-clinical courses (in class or on-line)
1. Teach 12 credits (or the adjusted equivalent) per academic year, as assigned by Division Chair.
2. Teach on-site, fully or partially on-line, and/or through IVC as assigned by Division Chair.
3. Contribute to course Blackboard site and assists Lead Faculty to ensure currency, accuracy, and timely posting of course materials.
4. Develop and update course curriculum and related materials.
6. Maintain up-to-date records and grades for all assigned students.
7. Maintain satisfactory ratings on student, peer, and Chair evaluations of instruction.
8. Maintain and publish office hours and contact information for student access.
9. Notify the Division Chair when unable to conduct class or maintain office hours.
10. Demonstrate effective written and oral communication.
11. Attend team meetings.
12. Keep Lead Faculty informed of any concerns related to student conduct and/or classroom/ clinical performance.
13. Initiate Performance Improvement Plan (PIP) for students demonstrating unsafe, inadequate, or unprofessional conduct and identify individualized learning activities to improve performance or correct behaviors.
14. Maintain credentials, including current WA & ID RN licensure required for teaching and for the profession.
15. Other duties as assigned.

Clinical Instruction
- Provides clinical instruction to students in the BSN program based on assigned clinical schedule.
- Establishes an environment conducive to learning in the clinical, simulation, and lab settings.
- Assists with student orientation in the lab, simulation, and clinical setting.
- Prepares for each clinical learning experience by identifying learning objectives for the day, determining appropriate clinical assignments, and incorporating a variety of learning modalities to assignment instruction.
- Follows course content as provided in the syllabus and as directed by the course lead faculty.
- Makes daily student assignments to clinical unit/department and patients.
- Observes students in the clinical setting for medication administration and all invasive procedures (see exceptions or further clarifications in the NHS Faculty Handbook).
- Plans and conducts mid-conference or post-conference with students in the clinical setting.
- Evaluates student clinical, simulation and lab performance and maintains Clinical Evaluation Tool for each student assigned to clinical group.
• Meets personally with each student for review of Clinical Evaluation Tool at a minimum at mid-term and for final course evaluation.
• Provide consistent and timely feedback to students regarding clinical performance.
• Initiate and evaluate student Performance Improvement Plan as needed with detailed explanation of less than expected student performance together with detailed plan for improvement and outcome required.
• Demonstrate effective written and oral communication.
• Return clinical assignments to students in a timely manner with constructive feedback.
• Submit all paperwork for student evaluation by due dates.
• Communicate at regular intervals with course lead faculty regarding student performance and/or any student issues.
• Attends scheduled clinical meetings in person or through electronic means.
• Demonstrate respect for students as individuals.
• Demonstrates accessibility in dealing with students’ needs both individually and as a group.
• Demonstrates excellence in instructor performance as reflected by the majority of positive responses on Student Course Evaluations (SCE’s).
• Enters final course grades to Warrior Web prior to deadline.
• Performs other related duties as assigned by lead course faculty or Division Chair.
• Maintains credentials, current WA & ID RN licensure required for teaching and for the profession, and faculty health requirements.

Note: this job description is intended to describe the general nature and level of work being performed by a nursing clinical instructor. It is not intended to be an exhaustive list of job duties that may be performed.
TECHNICAL RECORDS SPECIALIST 2

CLASS NO. 01103

CLASS PURPOSE

Provides technical support for programs and organizational activities to convey information, determine compliance, and resolve controversial situations; acts as a resident expert in the implementation and maintenance of technical program guidelines; perform related work.

DISTINGUISHING CHARACTERISTICS

This class is distinguished from the Technical Records Specialist 1 by the requirement for the use of judgment, discretion, and interpretation of a variety of complex guideline policies and procedures for different programs within a related field. The incumbent is responsible for the final work and any consequence of error. The work requires extensive knowledge of department programs and objectives. The program knowledge is of such a complex nature that it typically takes new incumbents a substantial amount of time to learn. Incumbents function with considerable independence and exercise discretion in applying policies and procedures.

NATURE AND SCOPE

Incumbents perform complex and difficult program support functions for multiple or highly specialized programs. Incumbents have the authority, knowledge, and judgment to devise solutions that fall outside existing policies and procedures. The work requires problem solving and negotiation skills with authority to act on decisions made. Incumbents serve as a program expert; and provide guidance and assistance regarding complex program rules and regulations to office staff and external customers. Due to the nature of the work, incumbents have frequent contact with internal and external customers, which requires good public relation skills.

Incumbents function with considerable independence and exercise discretion in applying policies and procedures. The work requires extensive knowledge of department programs and objectives.

Incumbents may supervise support staff or perform leadwork duties.

MINIMUM QUALIFICATIONS

Experience: monitoring record systems to identify and correct errors; interpreting, explaining, and applying laws, regulations, and complex policies for multiple or highly specialized programs; analyzing information and researching a variety of sources to identify and resolve problems or issues; dealing with individuals from varying cultural and socio-economic backgrounds in stressful situations; entering and retrieving data using a computerized record system; composing and proofreading business correspondence.

SPECIALTY AREAS

Some positions may require:

Experience: conducting sensitive fact finding interviews; storing, retrieving and compiling information in a report format using database software; using spreadsheet software; reviewing/assessing health care claims; reviewing/assessing dental claims; working with sensitive or restricted data; operating word processing equipment and software at the rate of 40 wpm; creating mass mailings using mail merge functions; using
presentation software such as Microsoft Publisher and Power Point; using knowledge of HIV medication on the job on a frequent or re-occurring bases.

Some knowledge of: supervisory practices; data management; managed health care systems and principles; a correctional health care environment and associated principles and practices; medical terminology; mental health and substance use disorders programs and terminology; medical coding.

Good knowledge of: university academic and/or vocational program requirements and experience applying university policies and procedures to determine graduation requirements; the operations of a Motor Pool program; medical terminology/documents; sales & use tax and employer income tax withholding; controlled substance schedules, brand drug names; generic drug names, and other drugs with abuse potential.

Fluency in one or more of the following: speaking, writing, reading both Spanish and English.

Department of Agriculture may require background in or understanding of livestock production and health issues.

REVISED: 6/16/2011

Pay Grade: I   Overtime Code: C
CLASS PURPOSE

To perform a wide variety of secretarial support functions; apply detailed program knowledge in developing and/or maintaining program records systems and/or in collecting information, preparing reports and providing liaison between management, other organizational units, and external customers; perform related work.

DISTINGUISHING CHARACTERISTICS

At this level incumbents operate independently and apply detailed organizational or program knowledge. Incumbents have more authority and can make decisions for routine administrative secretarial and clerical activities. This classification is distinguished from the Office Specialist 2 by the overall complexity, difficulty and independence required of the position. Guidelines and precedents to follow are less detailed and explicit than the Office Specialist 2.

NATURE AND SCOPE

These positions perform a wide variety of secretarial functions. Incumbents are delegated the authority to coordinate non-routine secretarial and clerical activities.

Incumbents compose letters, correspondence, and memos requiring independent judgment as to content; compile and analyze information from a variety of sources to prepare reports. They utilize word processing equipment and/or computers to create, process, and maintain a variety of documents and administrative records containing technical information and difficult formats. Incumbents schedule and coordinate arrangements for meetings and conferences.

Incumbents act as a liaison between their organizational unit and external customers. Incumbents must be knowledgeable of multiple procedures and program requirements to respond to inquiries, explain department services, policies, procedures, and rationale for decisions to customers.

Incumbents may: perform legal secretarial support functions and apply knowledge of the legal system to prepare and process legal documents; have responsibility for financial record keeping including monitoring budgets, preparing financial transactions; supervise support staff or have leadwork responsibilities.

MINIMUM QUALIFICATIONS

Good knowledge of: office support functions including word processing, filing, composing a variety of business documents, reception, gathering and compiling data, and balancing and coordinating a workload for multiple projects.

SPECIALTY AREAS

Some positions may require:

Knowledge of: the organization, structure and ethics of the electronic or print news media; marketing sales strategies/fundraising/volunteer recruitment; Idaho's educational system;
Some knowledge of: supervisory practices; bookkeeping; navision financial software; state and local government organization structure, functions, and decision-making processes.

Good knowledge of: legal terminology, procedures, and legal ethics; medical terminology and medical documents;

Experience: taking minutes; using spreadsheet software; intermediate word processing skills; transcribing; using data base software; using the state of Idaho STARS system; using desktop publishing and related software; collecting and organizing data and managing a data base; selling products or services; International trade; Microsoft Word (advanced level); Microsoft Excel (intermediate and advanced level); Microsoft Access (intermediate and advanced level); interpreting, applying, and explaining complex information; performing lease/contract account management activities; using HTML & Web Editing Tools/Converting Images and Text.

Ability to: keyboard/type at the rate of 50 words per minute; keyboard/type at the rate of 60 words per minute.

Willingness to work in a correctional facility.

Fluency in one or more of the following: speaking, writing, reading both Spanish and English.

ISP Drug Policy:

Bachelor's degree with experience in teaching, training, counseling, or testing.

REVISED: 10/1/2008

Pay Grade: H   Overtime Code: C

Job Description

Annually, all faculty complete the college Job Description document found on the Academic Programs web site. This document serves as the basis for the Annual Chair and Peer Evaluations.

Evaluation

The NHS faculty and staff evaluations will be conducted in accordance with LCSC faculty and staff evaluation policies.

Merit

NHS Merit Policy Guidelines (under review, January 2016):

1. Any faculty salary funds that become available will be divided as follows: 1/3 toward cost-of-living across the board; 1/3 toward salary compression; and 1/3 will be available for merit.

2. Merit will be determined by years of teaching and level of education.

3. Only faculty who receive an “Adequate” rating in all areas on both the annual Peer and Chair reviews will be considered for cost-of-living, compression, or merit pay increases.

4. For those who qualify, merit will be based upon the following factors:

<table>
<thead>
<tr>
<th>1 point</th>
<th>3 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>yrs. teaching: 1-5 yrs.</td>
<td>6-10 yrs.</td>
<td>11 yrs. and above</td>
</tr>
<tr>
<td>highest degree held: BSN or bachelors of radiology</td>
<td>Masters in teaching field</td>
<td>Doctorate in teaching or related field</td>
</tr>
<tr>
<td>Merit Ranges</td>
<td>Low: 2-4 points</td>
<td>Medium: 5-7 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High: 8+ points</td>
</tr>
</tbody>
</table>

EXAMPLES:

- Faculty with 5 years of teaching experience who is educated at the BSN level: Low merit 2 points (1 point for teaching experience between 1-5 years; 1 point for BSN).
- Faculty with 8 years of teaching experience who is educated at the doctoral level: High merit 8 points (3 points for teaching experience between 6-10 years; 5 points for doctorate).

5. The Division Chair totals all points earned from every qualifying faculty member and uses this number as the denominator in factoring the monetary value of each point.

EXAMPLE:

If the division were awarded $12,000 total, 1/3 of this would be available for merit ($4,000). If the total points available from all qualifying faculty was 100 points, then the calculation would be: $4,000 ÷ 100 = $40. Therefore 1 point would be equal to $40. In the two examples above, Faculty #1 would be awarded $80 for merit; Faculty #2 would be awarded $320.
Faculty discussed and approved this merit process at the 3/11/2011 NHS Division meeting. The agreement was to pilot it for AY 2011-2012 then determine if further discussion is warranted.

NHS Bylaws

ARTICLE I: NAME OF THE ORGANIZATION

The name of this organization shall be the division of Nursing & Health Sciences (NHS), Lewis-Clark State College (LCSC). The NHS shall be known as the Division Committee (DC) from this point forward.

ARTICLE II: MISSION

In concert with LCSC, the division of Nursing and Health Sciences exists to facilitate development of outstanding healthcare providers committed to excellence in the delivery and management of patient centered care.

ARTICLE III: OBJECTIVES

1. To participate in assessing, planning, implementing, and evaluating the division of Nursing & Health Sciences (NHS) and its constituencies.

2. To provide members with a means of democratic participation in NHS activities and in the formulation of NHS policies and procedures.

3. To advance and sustain professional development of members.

4. To maintain cooperative and collaborative efforts directed to the mission and goals of the NHS.

5. To collaborate with students within the NHS to achieve common goals and objectives.

6. To collaborate with the surrounding community to promote shared interests.

ARTICLE IV: FUNCTIONS

1. To formulate and operationalize the statements of mission, philosophy, purpose, goals, and objectives for the NHS, in accordance with policies and procedures of the NHS, accrediting agencies and Lewis-Clark State College.

2. To plan, implement, evaluate, and revise curricula within the organizing framework of the philosophy of the NHS programs and that of LCSC.

3. To act as one body in approving NHS policies and procedures within the limits defined by LCSC.

4. To participate in development, implementation, evaluation and revision of the annual Unit Action Plan (UAP).

5. To actively pursue alumni, community, state and federal support for divisional programs.

ARTICLE V: MEMBERSHIP

Section A: Full Voting Privileges
Voting members shall include all full-time and part-time faculty as defined in this article. *Ex officio* members are voting members of committees.

1. Other nonvoting members such as adjunct faculty, staff, and student representatives are encouraged to participate in meetings. Nonvoting members may address NHS committees upon recognition by the respective committee Chair.

**Section B: Voting Exceptions**

1. The NHS reserves the right to incorporate representatives of cooperating agencies and other concerned individuals as voting members on selected committees or issues; however, the total number of these members shall not exceed 25 percent of regular voting members.

2. Voting may be conducted via current technology with prior approval of the voting faculty.

**Section C: Student Representation**

1. Student representatives and alternates from each of the NHS programs may be elected or appointed by their classmates annually or by semester.

2. Student representatives or their alternates will serve as spokespersons for their respective programs or levels.

3. Student representatives may submit a request to the Chair of the NHS to be addressed at a Division Committee (DC) meeting.

**ARTICLE VI: APPOINTMENTS/DUTIES for all committees**

1. The chair of the Division Committee shall be the Chair of the NHS.

2. The Division Chair shall schedule all DC meetings, preside at DC meetings, appoint NHS standing committee members, appoint NHS special committee members, recommend members to College committees, and cast the deciding vote in case of a tie. The Division Chair shall appoint a faculty member to preside over DC faculty meetings in the absence of the Chair.

**ARTICLE VII: All MEETINGS**

1. Regular meetings of all committees will be held monthly or at the discretion of the respective committee chair. Subcommittees and ad hoc committee shall be created as needed.

2. A schedule for regular meetings shall be adopted at the first meeting of the academic year and any additional meetings shall be scheduled by the respective committee chair.

3. Two-thirds of the voting members shall constitute a quorum. A quorum must be established in order for any voting action to occur.

4. Any action taken must have a majority vote of the members present. The term majority vote means more than half of the votes cast by persons legally entitled to vote, excluding blanks or abstentions, at a regular or specially called meeting at which a quorum was established.
5. All standing committee meetings will be open to NHS members.

6. A part of any meeting may be closed at the discretion of the committee Chair.

7. The respective committee Chair may cause anyone who disrupts the proceedings to be dismissed from the meeting.

8. An agenda will be distributed prior to the meetings. Minutes will be made available electronically to faculty.

9. Recording of minutes shall be determined by the committee chair.

10. Recorder shall submit official records of all regular and special meetings to the Office of the Chair of NHS.

ARTICLE VIII: COMMITTEES

Section A: Standing Committees

1. The NHS standing committees are:
   
   (a) Division Committee (NHS faculty of the whole)
   (b) Faculty Committee (appointed)
   (c) Program Committees
      - BSN Committee (BSN faculty of the whole)
      - Radiography Committee (Radiography/MDI faculty of the whole)
      - PN Committee (PN faculty of the whole)
   (d) Student Committee (appointed)

Section B: Division Committee

1. Functions include but not limited to:
   
   (a) Approve NHS policies and bylaws.
   (b) Formulate and actualize statements of mission, purpose, goals, and objectives for NHS.
   (c) Review divisional issues, action plans, reports and recommendations from other committees within the organizing framework of the mission of the NHS and that of the College.
   (d) Annually review Unit Action Plans (UAPs) and assist with long range planning relative to division needs/initiatives.
   (e) Collaborate with the community to address shared interests.
   (f) Serve as an advisory body in recommending long range academic and non-academic planning and scheduling to the Chair.
   (g) Engage in program development and recruitment efforts.
   (h) Annually review and revise the master plan for division assessment activities. Submit any major revisions/additions to the DC for approval.
Section C: Program Committees

1. Each committee consists of the program faculty as a whole.

2. The chair of the sub-committee shall be the program director/coordinator.

   • BSN Subcommittee
     o RN-BSN Track Subcommittee
     o LPN-BSN Track Subcommittee
   • Radiography Subcommittee
   • PN Subcommittee

3. Functions include:

   (a) Engage in Student and Program assessment and evaluation activities (e.g., setting benchmarks, selecting tools).
   (b) Review the curricula and learning resources as they relate to the mission, purpose, philosophy, goals, professional standards (e.g., AACN, CCNE, ARRT, NLNAC), outcomes and organizing framework of the program and NHS, and offer revisions as necessary
   (c) Review curriculum proposals and/or course changes prior to college review to ensure consistency with program mission, philosophy, and program needs.
   (d) Address matters of student admission & progression including internal petitions and articulation issues.
      • Utilize program outcome and assessment data to evaluate and revise policies/procedures for admission, readmission, progression, and graduation (per appropriate Idaho regulatory boards); review and select applicants for admission.
   (e) Provide regular update to DC regarding program affairs.
   (f) Facilitate group advising and information sessions.

Section D: Faculty Committee

1. The committee chair of the committee shall be appointed by the Chair of the NHS.

2. Functions include:

   (a) Review the bylaws and prepare amendments and revisions as needed
   (b) Review Tenure and Promotion criteria and make recommendations to the DC, Chair and Dean for approval.
   (c) Research and review any compensation/merit issues.
   (d) Facilitate nominations for faculty & staff awards.
   (e) Participate in faculty recruitment/retention activities, including service as standing Search Committee, which makes recommendations to the Division Chair.
   (f) Plan social activities for faculty/staff.
   (g) Facilitate faculty development/scholarship.
   (h) Review and update NHS faculty handbook every three years and as needed to ensure consistency with College Faculty/Staff Handbook.
   (i) Coordinate new faculty orientation within division; regularly review and update faculty orientation checklist.
   (j) Make recommendations to DC regarding faculty affairs.
Section E: Student Committee

1. The committee chair of the committee shall be appointed by the Chair of the NHS.

2. This committee shall consist of faculty (from each program when possible) and at least one student representative from each program plus, one representative from each division student organization (e.g., ISNA: Idaho Student Nurse Association).

3. The Program/Track Coordinators/Directors shall serve as ex-officio members of this committee.

4. Functions include:
   (a) Review and revise division-wide student policies as needed for inclusion in student handbook(s) and ensure consistency with college student handbook.
   (b) Facilitate student scholarships and awards.
   (c) Facilitate New Student Orientation.
   (d) Support faculty in student advising activities
   (e) Facilitate Student Recognition ceremonies and special student events.
   (f) Facilitate student organizations such as ISNA.
   (g) Facilitate off-campus advising activities such as UI.
   (h) Assist with student recruitment/retention activities.
   (i) Make recommendations to DC regarding student affairs.

ARTICLE VIII: FACULTY PRACTICE

Definition

1. Faculty practice includes all aspects of the delivery of health care (nursing; radiography) service through the roles of clinician, educator, researcher, consultant and administrator. Faculty practice is practice that is separate and distinct from clinical student instruction and is conducted in order to maintain required licensure, national Certification and/or specialized expertise.

2. Faculty practice is negotiated with the Division Chair and noted on the individual faculty’s job description and is in accordance with Lewis-Clark State College policies.

ARTICLE IX: DISSOLUTION

Plan for Dissolution

1. These bylaws may be dissolved with proper notice of at least 20 days in the declaration of financial exigency by the Idaho State Board of Education, and administrative announcement of departmental reorganization/restructuring, or by a 99% vote of the faculty members of the NHS.

2. The dissolution plan will include appropriate attention to final reports, records storage and other matters so indicated by administration.

ARTICLE X: AMENDMENTS

Notification

1. Amendments to the bylaws may be made at any meeting of this organization by a two-thirds majority vote of the voting divisional faculty members.
2. Written notification of the proposed revisions/amendments and the meeting date to vote on these proposed changes shall be distributed to members of this organization at least ten working days in advance of said meeting.

ARTICLE XI: PARLIAMENTARY AUTHORITY

Rules of Order

1. The current edition of Robert’s Rules of Order (or Robert’s Rules of Order Newly Revised In Brief) shall govern meetings of this association in all cases in which they are applicable, in which procedural detail is not provided in this document, and in which they are not inconsistent with these Bylaws. Reference: http://www.robertsrules.com/

2. Standing rules and regulations for special meetings may be proposed in writing and submitted to the assembly for 99% approval.

Assignments and Performance Evaluations, Faculty and Staff

Faculty assignments and Annual Performance Evaluations are determined by the Chair. Staff assignments and Performance Evaluations are determined by the supervisor of record. See the LCSC Faculty-Staff Handbook for current processes and forms.

Faculty Outcomes

Faculty are responsible to meet any established Faculty Outcomes delineated in the current year Systematic Plan for Evaluation (SPE) or Assessment Plan for each program.

Assessment

All faculty participate in the Assessment processes of the division and of their programs. Assessment activities are coordinated by the Program/Track Coordinator or Director, with assistance from the Assessment Director. Program assessment documents are distributed annually to faculty and are located on the Institutional Planning, Research & Assessment web site via the Intranet. Faculty also facilitate and assist with student assessment processes.

Policies

Site Dress Code for Clinical Faculty

BSN/PN Faculty should be dressed professionally in all clinical settings, in school-related agencies or site visits, and when representing NHS in public venues. Clinical settings include simulation labs, scenario labs, and the skills lab. Faculty are responsible for the cost of their lab coat.

Clinical faculty will follow the Student Dress Code when in clinicals as identified in the Student Handbook. Alternately, the faculty will wear professional dress with a solid color lab coat and name tag.

All Radiology faculty must dress professionally and wear a name tag.
**Professional attire:** NHS faculty are expected to dress in professional attire: slacks/chinos/skirts (no jeans/sweats), blouse or buttoned shirt/sweater (no T-shirts/sweats), casual socks/hose/shoes (no sneakers/Crocs/flip-flops).

*A non-compliant faculty member will be referred to the Division Chair.*

**Standards for Conduct**
The Standards for Conduct are to be upheld by the NHS faculty/Staff (see Student Handbook [Standards for Conduct]).

**Health Record Requirements/Background Check/ Faculty Clinical Passport**
Division of Nursing & Health Sciences faculty are required to provide documentation to their Certified Background account regarding their Background Check and Health Records. Documentation means copies of the medical record from the institution where immunizations, PPD testing or antibody testing occurred. The Checklist/ Clinical Passport is to be completed, kept up-to-date, and available when visiting the clinical setting. Faculty and students’ Health Records will be checked bi-annually.

Faculty must also complete Student Learning modules annually. This documentation (Student Learning modules) should be provided annually at the time of their Chair evaluation.

Faculty who are non-compliant will not be allowed in the clinical setting. Additionally, a note will be placed in the faculty files of those faculty who are non-compliant with their Certified Background Check and Health Records/ Student Learning modules.

The NHS Division will cover the cost of setting up the faculty Certified Background accounts. The faculty will be responsible for the costs of their immunizations/ CPR courses, etc. It is recommended that faculty submit their cost for immunization to their health insurance companies for reimbursement. Faculty TB testing if performed in the LCSC Student Health Clinic will be paid for by the NHS Division.

**Health Records Policy:** Division of Nursing & Health Sciences faculty (who oversee clinical courses and make site visits) are required to provide documentation to their Certified Background account regarding their Background Check and Health Records. Documentation means copies of the medical record from the institution where immunizations, PPD testing or antibody testing occurred. The checklist/ Clinical Passport is to be completed and available when visiting the clinical setting. Faculty and students’ Health Records will be checked bi-annually.

**Background Check Policy:** The NHS requires an annual Background Check (BGC) on all NHS faculty. Failure to comply with BGC timelines may result in faculty probation. All NHS faculty must have a clear record on the BGC before being hired.

1. The background check will be obtained from a company identified by the NHS and will include the following:
   a. Social security number and identity verification
   b. Criminal search (7 years) national and county
   c. Violent Sexual Offender and Predator Registry Search
   d. Office of Inspector General (OIG) List of Excluded Individuals/Entities
e. General Services Administration (GSA) List of Parties Excluded from Federal

2. Derogatory information of the following nature, discovered during the background investigation, is the basis for faculty probation and or dismissal from LCSC. Timeframe is for the last seven (7) years unless otherwise noted:
   a. Felony convictions
   b. Withheld judgments for felonies
   c. Other plea agreements to felony convictions
   d. Sexual assault, rape, indecent exposure, lewd and lascivious behavior, or any crime involving non-consensual sexual conduct committed at any time
   e. Child abuse, sexual exploitation of children, child abduction, child neglect,
   f. Contributing to the delinquency or neglect of a child, enticing a child for immoral purposes, exposing a minor to pornography or other harmful materials, incest, or any other crime involving children as victims or participants committed at any time
   g. Homicide committed at any time.
   h. Any charge related to illegal drugs such as (but not limited to) possession of drugs or paraphernalia, or trafficking.
   i. Abuse, exploitation or neglect of a vulnerable adult (disabled or elderly) committed at any time.
   j. Assault or Battery.
   k. Misdemeanor theft committed during the last 5 years or grand theft committed during the previous seven years.
   l. Offenses involving substantial misrepresentation of any material fact to the public or an employer including embezzlement, bribery, fraud, racketeering or allowing an establishment to be used for illegal purposes.
   m. DUI within the last 3 years or more than one DUI in the past five years.
   n. Withheld judgement for DUI within the last 3 years or more than one withheld judgement for DUI in the past five years.
   o. First or second-degree arson.
   q. Mayhem, as defined by Section 18-5001, Idaho Code.
   r. Poisoning.
   s. Forgery or fraudulent use of a financial transaction card.
   t. Forgery and counterfeiting.
   u. Insurance fraud.
   v. Pattern of behavior deemed to be unprofessional, or that is felt to put patients, faculty and/or NHS students at risk.

3. Faculty in any NHS program who experience pending charge(s) mentioned above must disclose the pending charge(s)/arrests/convictions to the Division Chair within 72 hours of the incident.

4. Background checks are maintained online in the Certified Background Check (CBC) database. Those background checks that lead to program dismissal will be maintained in a locked file cabinet in the NHS.

5. Results of a background check performed at another facility for employment reasons may not be used in lieu of the division-approved BGC due to variances in quality and scope of background checks. The NHS has contracted with one company.
6. All NHS faculty who oversee and visit clinical experiences will repeat a complete BGC annually in accordance with the above guidelines. Failure to comply with BGC timelines may result in probation or dismissal from LCSC.

Professional Licensure

Nursing
All faculty must hold current registered nurse licensure for any state in which he/she will be practicing. All faculty are required to hold current licensure in Idaho and Washington. License numbers are to be confirmed to the Administrative Assistant each year prior to the annual evaluation.

Radiography
All radiography faculty must hold current ARRT certification or AR MRI certification or AR DMS certification. All radiography faculty must also possess WA state imaging certification.

Continuing Education

All Imaging faculty are required to maintain certification by completion of continuing education hours per ARRT/JRCERT guidelines of CE hours on a biannual basis

Office Hours

Each faculty member is required to post and maintain office hours each week. If a faculty member is unable to keep a scheduled office hour, a note left on the faculty member’s door or check with a colleague for coverage. Office hours may not conflict with scheduled meetings or classes.

Each year, the division will review the policy surrounding office hours and determine parameters for meeting student needs with traditional (in office), non-traditional (use of technology), and off site strategies to provide student access.

Rules of confidentiality

Faculty in the NHS must attend to confidentiality relative to HIPAA, FERPA, and academic issues.

Healthcare Insurance Portability and Accountability Act (HIPAA)

Idaho Administrative Code (IDAPA 23) Board of Nursing 23.01.01, item 101.04h, Standards of Conduct from The Rules of the Idaho Board of Nursing states:

"Confidentiality: The nurse shall not disseminate information about the patient to individuals not entitled to such information except where such information is required by law or for the protection of the patient." (07-01-91)

The College and Division abide by the Healthcare Insurance Portability and Accountability Act (HIPAA), specifically the areas of the law related to privacy and confidentiality of patient and student health care information. As part of this law, the College and the student agree to not use or disclose protected health information other than as permitted or required by this Agreement or as required by law. The College and the
student agree to use appropriate safeguards to prevent use or disclosure of the protected health information other than as provided by this Agreement.

Confidential information is that information entrusted to an individual which is private or secret. Only professional persons involved in the patient’s care who have a need to know about the patient can be allowed routine access to information about that patient. Faculty must be very cautious about what information is shared and with whom it is shared. Students who need to access patient records at clinical agencies must submit the appropriate request form. When copying any client records from any setting, all copies need to have identifying data removed.

Violations of confidentiality of information concerning patients shall be grounds for disciplinary action in accordance with 54-1413(1) of the Idaho Nursing Practice Act or Section 090 or 100 of the Rules of the Board of Nursing.

See LCSC Security and Confidentiality Statement in Appendix.

**Travel, Faculty and Staff**

The Division adheres to all college travel policies. All division travel must be pre-approved by the Division Chair. Faculty must use the Travel Request form (Faculty Resources section of NHS webpage) to initiate the travel process. For clinical travel, use the Multi-Trip form when appropriate. Complete and submit to the Division Chair for signature. The Administrative Assistant I will complete the required travel papers. Any travel that is not pre-approved will not be reimbursed. See Memorandum regarding travel from Provost (Appendix).

**Professional Development, Faculty and Staff**

NHS supports professional development of faculty and staff. Each year a lump sum of money will be identified for travel for professional development purposes. Each year this sum of money is divided among approximately half the faculty/staff (including the Division Chair), and faculty/staff are assigned a portion of money on an every other year basis. Professional development funds do not carry over from year to year.

**NHS Syllabus Requirements & Template**

All NHS faculty are required to follow the syllabus template approved by the division. This template includes elements intended to facilitate communication between the course instructors and students. Most current template can be found on NHS website, faculty only section.

**Criteria for selection of clinical facilities**

Clinical facilities are selected in order to provide opportunities for students to fulfill course objectives. Multiple facilities are used in order to provide a variety of learning experiences for the students.

**Nursing**

(1) All facilities must be approved by the Idaho Board of Nursing. The Board of Nursing requirements for selection and use of cooperating agencies are as follows: Section 730 Practice Sites #01-06 IBON rules and regulations
(2) Clinical facilities are assessed by faculty prior to use to insure that the course objectives can be satisfied in a given facility.

(3) Faculty evaluate the appropriateness of each clinical facility on an ongoing basis throughout the student's placement in each facility.

(4) Other facility personnel and faculty meet at least once yearly to mutually assess the appropriateness of the clinical facility in fulfilling learning objectives.

**Radiography**

(1) All facilities must have state licensure, ARRT Certification or be JCAHO approved and be recognized by JRCERT.

(2) Clinical facilities are assessed by faculty prior to use to insure that the course objectives can be satisfied in a given facility.

(3) Faculty evaluate the appropriateness of each clinical facility on an ongoing basis throughout the students’ placement in each facility.

(4) Both facility personnel and faculty meet at least once yearly to mutually assess the appropriateness of the clinical facility in fulfilling learning objectives.

**Authorization to Release Student Information**

If a student requests copies of information from his/her file, the student must complete the Student Information Release Form found on the Registrar’s home page, and submit it to the Division of Nursing & Health Sciences.

TEAS V for Allied Health (HOBET) & TEAS Scores – The student receives a copy of his/her scores upon completion of testing. If s/he lost it, provide the student with one copy. The Division will not mail the scores directly another college. Stamp the copy with both the “copy” and “confidential” stamps.

Prospective Student Reference Form – To share a copy, there must be a Prospective Student Reference Form in the file which the student checked and signed at the time the reference was originally requested. It must state “I elect to keep the recommendation non-confidential, and the recommendation may be shown at my request.” This is in addition to the authorization form from the Registrar.

**Student Grade Appeal**

A formal complaint is defined as any complaint made in writing and submitted through the appropriate division channels. A student wishing to make a formal complaint regarding a clinical, academic, or advising issue must do so in writing and submit it to the Division Chair. A formal complaint must include a detailed description of the circumstances, the parties involved, and the action the complainant wishes to take. The complaint is then handled in accordance with the NHS Grade Appeal Process/Procedure for Appeals found in the current year NHS Student Handbook, regardless of the nature of the complaint.
Student Course Evaluations (SCEs)

Faculty Guide Sheet for SCE’s (Student Course Evaluations)
The SCE tool was developed by the Faculty Affairs Committee after a review of other evaluation instruments and survey methods.

Faculty request student feedback on the SCE’s for:
- Student self-assessment
- Instructor improvement
- Assessment of the course and teaching ability
- Assessment of the physical/electronic classroom environment

The SCE includes three sections:
- A student section – placed first on the tool in order for students to think about their own responsibilities and goals for the course
- A course and instructor section so students can evaluate the strengths of the instructor and offer suggestions for the course
- A physical plant section so students can evaluate the classroom environment

Students have the choice of several responses for evaluating the content areas – There is no numerical qualifier associated with the response. This was done purposely to achieve a qualitative evaluation. A comment area follows each question in every section to enhance the specificity of comments.

The goals of this evaluation tool can be best achieved by:
- Informing students of the purpose of SCE’s
- Keeping the SCE voluntary – have no mandates or coercion to complete an SCE
- Giving no incentives to students such as extra credit or other benefits - This would invalidate a voluntary sample
- Administering the SCE’s during the time frame determined by the Faculty Senate
- Assuring anonymity to students by not allowing faculty or staff to know who completed or did not complete the SCE
- If you have comments, questions, problems, or suggestions relating to SCEs, please contact Institutional Research at 792-2065 or instres@lcsc.edu
Course Evaluations:

Course evaluations are to be conducted by faculty at the end of each course. Additional informal and formal evaluations are encouraged to provide student feedback to faculty in order that modifications in the course and/or teaching style may be made.

Orientation

New Hire Orientation for NHS Faculty

Policy

New Nursing & Health Sciences faculty will receive a comprehensive orientation to the division programs and the college. The Division Chair and Lead Course Faculty responsible to see that all orientation activities are completed in a timely manner. Mentors will be assigned to conduct the various aspects of orientation.

Process/Procedure

Assigned Mentor(s):

Mentor:
Program Director:
Course Lead Faculty:
Advising:

***To be completed by ___________________________

New Faculty Orientation. (New faculty, please complete the bottom portion below, cut the bottom off, and place in your mentor’s box or in door slot. Thank You.)

Name: ___________________________  E-mail: ___________________________
Office Phone: ____________________  Other Phone: _______________________
Other: __________________________________________________________________
_____________________________________________________________________

Needs Completed within 14 days of contract start date unless permitted otherwise by the NHS Division Chairperson
College-wide Orientation: All new faculty are required to attend a college orientation session. Topics will include:

- Campus tour, introductions, organizational chart
- Human Resources
- Faculty Governance
- Tenure & Promotion
- Advising & Student Tutoring Assistance
- Planning & Assessment
- E-Mail, WarriorWeb, Colleague, Blackboard
- Library

General Division Orientation completed by Administrative Assistants

- Order business cards
- Order name plaque for office
- Obtain copies of new faculty’s license (Idaho & Washington), certifications, official transcripts for terminal degree
- Copy of current Curriculum Vitae; explain vitae is updated annually by faculty member
- Ensure faculty member has received contract; signed and returned
- Obtain keys for offices/building
- Order nametags
- Computer setup for office is complete, including necessary software (Microsoft Office; Adobe Acrobat; Level/course specific software)
- NHS calendar in Microsoft Outlook
- Ensure e-mail account set-up
- Ensure faculty received WarriorWeb log-in, password
- Office furniture, supplies, reference material are provided
- Telephone books, campus listings
- Stapler, scissors, etc.
- Obtain Xerox key code_________
- Obtain Hot Spot Key
- Explain Office Environment fund
- Tour Division; explain work requests and student workers; faculty mailboxes, bulletin boards; location of student files
- Arrange contact with Student Health Services for copies of health requirements

- Meet with Division Chair and receive/discuss:
  - Review NHS programs
  - Job Description form (complete and sign)
  - Faculty evaluation process/Peer evaluator selection
  - NHS and College committee assignments; meeting schedule
  - NHS workload/assignments
  - Office hour policy
  - Discuss the teaching and course evaluation processes (SCE forms and internal)
  - Discuss peer evaluation process and forms

- Meet with Lead Faculty and receive/discuss:
  - Discuss the role of Lead Faculty/ Team member
  - Discuss course team function, curricular themes, and objectives which the team teaches or reinforces in clinical practice
  - Provide course syllabi and review; discuss faculty member’s teaching responsibilities within course
  - Provide a copy and explanation of the student clinical evaluation tool
Meet with Mentor and discuss:

- General questions
- Ordering text books
- Contact information/office hours posted
- NHS calendar

To be completed no later than the 4th Friday of the 1st semester:

Meet with Program Director/Coordinator and receive/discuss:

- Role of Director/Coordinator
- Meet other faculty
- NHS Student Handbook

Meet with Mentor and discuss:

- General questions

Meet with Assessment Director to receive/discuss:

- Copy of most recent Program/NHS Assessment Report/SPE
- Division/program missions, goals, outcomes
- Assessment calendar
- Faculty outcomes
- Student outcomes
- Program outcomes
- Role of faculty in assessment process

Second Semester:

Meet with Division Chair to receive/discuss:

- Advisory Board/Interagency meetings
- Annual Nurse Educator and other professional meetings
- Evaluation process

Meet with Advising/Admission/Progression Sub-Committee Chair:

- Student advising duties
- Application process
- Graduation application
- Re-entry process
Bibliography/ References

Bibliography/Reference for Handbook


Hassett, M. R. (December, 2005). LewisClark State College Division of Nursing & Health Sciences. *Commission on Collegiate Nursing Education: Continuous improvement progress report*. Lewiston, ID.


Bibliography/ References for Promotion/Tenure documents


Appendix: Organizational Charts
Lewis-Clark State College
Division of Nursing & Health Sciences
Organization Chart: Office Management Team

Division Chair:
Dr. Mary Lou Robinson

Assessment Director:
Dr. Susan Odom

Administrative Assistant I (1.0 FTE):
Chair Support, Faculty Records & Assessment Spec.

Technical Records Specialist II (1.0 FTE):
Trena English
Student Records Specialist

Student Workers

Coeur d'Alene Outreach Center Staff

Coeur d'Alene Program Advisor
Tessa Jilot
(1.0 FTE)

Lewiston Program Advisor
Tiffany Pilon
(IH)

Reporting Relationships
Communication Channels
Lewis-Clark State College
Division of Nursing & Health Sciences
BSN Committee Model

Lead BSN Comm. mtgs/minutes
Advise re faculty teaching assignments
BSN policies/ Track handbook changes
Simulation
INCPC
J1/J2 meetings
Overview of hospitals
Out-rotations
Collaboration with PN Program
Clinical contracts
Clinical planning
Contact with agencies
Collaboration re CRC/Sim schedules
INEC/ CNEL/ IBN
Website updates

BSN/Clinical/Sim Coordination

A&P/ Advising

Assessment Director

Application process
Petitions
Re-entry applications
Admission criteria
Admit students
Admitted student orientation
Study plan (monitor changes)
Course status forms/Progression
Advising all tracks

Work plan
Assessment calendar
Accreditation
Benchmarks
Evaluation of assessment tools
Develop & revise tools
Curricular assessment
Lewis-Clark State College
Division of Nursing & Health Sciences
Organization Chart: Supervisory Responsibilities

Assessment Director: Dr. Susan Odom

Radiography Director: Scott Winer

Clinical Coordinator: Lorinda Hughes

Chair: Dr. Mary Lou Robinson

BSN Coordinator: Dr. Krista Harwick
RN to BSN Coordinator: Debbie Lemon
Adm/Advising: Marilyn Heckendorf

PN Coordinator: Katie Laufenberg

Radiography Faculty

BSN Faculty
CRC/Sec
LPN-BSN

PN Faculty

--- Supervisory Relationships
--- Communication Channels

BSN: Bachelor of Science in Nursing Program (Basic, RN to BSN, and LPN to BSN Tracks)
Radiography: Associate of Science (Radiographic Science) Program
PN: Associate of Applied Science (Practical Nursing) Program

Revised 6/2016