Augustana University Nursing Program

FACULTY HANDBOOK 2023-2024

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MISSION OF AUGUSTANA UNIVERSITY

Inspired by Lutheran scholarly tradition and the liberal arts, Augustana provides an education of enduring worth that challenges the intellect, fosters integrity and integrates faith with learning and service in a diverse world. The mission of Augustana is reflected by the following five core values: Christian, Liberal Arts, Excellence, Community, Service.

MISSION OF THE SCHOOL OF HEALTH PROFESSIONS

(Adopted 3/2023)

To promote interprofessional education and develop leaders through collaboration, cultivation of partnerships, and alignment of resources within a culture of innovation and professional excellence.

MISSION OF THE NURSING PROGRAM

(Revised 10/18, Reviewed 2/21, 8/22)

The mission of the Nursing Program at Augustana University is to prepare transformational leaders who practice in interprofessional environments. Graduates are poised to collaboratively address complex issues in an evolving healthcare environment through experiences that cultivate their personal, intellectual, and professional growth.

PHILOSOPHY OF THE NURSING PROGRAM

(Revised 10/18, Reviewed 2/21, 8/22)

The philosophy of the Nursing Program is reflective of the values and beliefs of Augustana University. The nursing program is grounded in a Christian liberal arts education, which promotes intellectual, personal and professional growth. The discipline of nursing, as an art and science, holds timeless historical and theoretical perspectives that respond to the caring and healing needs of humanity. The program's philosophical foundation blends a liberal arts education with the core values of the nursing discipline.

Teaching and learning are mutual processes, requiring intentionality and shared responsibility, cultivating a spirit of inquiry. The search for knowledge requires living with ambiguity, as values and beliefs are challenged and scholarly endeavors pursued.

The human community and universe are interconnected. Past, present, and future are integral, as we live in relationship with persons and all that surrounds us. Nursing is being, knowing, and acting with compassion and caring in evolving relationships. Nursing fosters the health, wholeness, and human potential of diverse individuals, families, groups, communities, and populations. Living the art and science of nursing involves presence and honoring the perspective of another.

VALUES OF THE NURSING PROGRAM

(Revised 10/18, Reviewed 2/21, 8/22)

The values of Augustana University provide the foundation that guides the Nursing Program. The values of the Nursing Program include the following:

Teaching and learning from a liberal arts perspective:

- Developing ethical competence
- Hearing the voice of others through relationship and presence
- Synthesizing the arts and sciences in practice
- Becoming a change agent

Living in community:

- Respecting human freedom, diversity, and uniqueness
- Collaborating with others
- Valuing the voices of community
- Responding to health issues
- Engaging in relationships that sustain all things

Cultivating excellence:

- Coaching creative thinking and innovation
- Fostering inquisitive exploration and reflective practice
- Wrestling with the unknown
- Engaging in the learning environment to build expertise
- Committing to lifelong learning

Developing transformational leadership:

- Collaborating interprofessionally to promote health and wellness
- Leading and practicing with integrity
- Engaging in social justice
- Advocating for responsive health policies and systems

Living faith in vocation:

- Respecting all beliefs
- Caring in the human health experience
- Honoring the search for meaning
- Responding with compassion
- Honoring creation

HISTORY OF THE NURSING PROGRAM AT AUGUSTANA UNIVERSITY

The University has offered a program of study for nursing since 1941. Initially, the program was five years in length, with three years spent in the diploma nursing program at Sioux Valley Hospital. The first and last year of this program were devoted to liberal studies at Augustana College. A degree in education or biology from Augustana was awarded to those who completed the program in addition to a diploma in nursing from Sioux Valley Hospital.

From 1952 until 1968, Augustana College contracted with South Dakota State University for nursing clinical courses. Augustana nursing majors took courses in liberal studies and courses foundational to nursing on the Augustana campus. Under a contractual arrangement with South Dakota State University, nursing students from Augustana took clinical nursing courses through South Dakota State University. A bachelor of science degree in nursing (BSN) was conferred upon completion of this program.

In 1964, at the recommendation of the National League for Nursing, Augustana College began a program of study for nursing in which both the theoretical and clinical components of the program were taught by Augustana College Department of Nursing faculty. The program was approved by the South Dakota Board of Nursing the same year. The first students graduated from this program in May 1968. Following completion of a departmental self-study, the program was initially accredited by the National League for Nursing (NLN) in 1969. The NLN remained the accrediting body until the first accreditation of the undergraduate program by the Commission on Collegiate Nursing Education (CCNE) in 2001.

In 1969, the blocked organization of the curriculum in ten separate courses was changed to an integrated curriculum in which courses were team taught. Beginning in 1971, Augustana College offered a single degree, the Bachelor of Arts and graduates of the nursing program received a Bachelor of Arts Degree with a major in nursing. Curricular revision initiated in 1973 resulted in moving nursing courses from the freshman and sophomore academic years to the summer session following the sophomore year. This was the first step towards an upper division major, which was implemented in the fall of 1977.

The late 1960s and early 1970s was a golden era for nursing, as federal funds were available to assist colleges to develop both curricula and facilities for nursing. The Department of Nursing at Augustana College was the recipient of a number of federal grants during that period of time. Curriculum development was enhanced through several project grants awarded to the Department of Nursing by the Division of Nursing of the U.S. Public Health Service. In 1967, a Public Health Growth Advancement project and a Mental Health Growth Advancement project were implemented to improve the integration of public health and mental health concepts into the nursing curriculum. In 1971-72, a federally-funded study was conducted, and an increased enrollment project, supported by federal capitation grants, was implemented from 1974 to 1981, resulting in an increase in annual graduate numbers from 46 in 1974 to 63 in 1981. From 1972 to 1982 capitation funds provided monies to acquire hard-and software for campus nursing laboratories, and a federally-funded three-year project was implemented from 1978 to 1981 to improve the care of elders.

In the mid-1970s an upward mobility option for registered nurses was implemented. Registered nurses were initially granted advanced placement through departmental challenge exams, and later a four-credit bridge course, Change: A Professional Challenge, was initiated to provide a transition for associate degree and diploma program graduates to baccalaureate nursing. After that, upward mobility students were integrated into the program on an individual basis. In 1985-86, significant curricular revisions were initiated which made it possible for RNs to complete the nursing major while working full- or part-time. The two integrated senior level courses of 10 credits each were restructured into three separate clinical courses and one non-clinical course.

Augustana's chapter of Sigma Theta Tau International (the international nursing honor society), Zeta Zeta, was chartered in 1982. Local nursing alumni have typically provided leadership for the chapter under the guidance of faculty counselors. Each spring Zeta Zeta chapter jointly sponsors a research and scholarship event for students, faculty, and the larger nursing community.

In 1985-86, computer (C) and writing (W) courses were designed and implemented within the nursing major. Related nursing curricular changes were the incorporation of computer-assisted instruction and the development of computer skills, including word processing and database navigation into nursing courses. Computer-based and other technological strategies have since been fully integrated into the curriculum.

In 1989, the nursing departments at Augustana College, The University of South Dakota (USD), and Sioux Valley Hospital formed a partnership called the Healing Web (Larson, 1992; Nelson, Howell, Larson, & Karpiuk, 2001). As a result of this partnership, a pilot project was implemented in which nursing students from the baccalaureate program at Augustana and from the associate degree program at USD had a shared clinical experience at Sioux Valley Hospital, based on differentiation of roles, shared values, and mutual respect. In 1993 the Healing Web project received the Lucile Petry Leone Award from the National League for Nursing in "recognition of a significant contribution to nursing education".

In 1997, a new undergraduate nursing curriculum was implemented with emphases on a nursing theory-based curriculum; community-based nursing practice; and a health-systems perspective focusing on emerging nursing care delivery models.

A 1989 survey of the Sioux Falls community and employers revealed a need for a graduate program in nursing targeted to working nontraditional students. Augustana College incorporated these findings in its strategic planning process (Report of the Academic Strategic Planning Task Force, Augustana College, December 1990) and the Department of Nursing developed a proposal for a Master's program in Nursing which included a core of liberal studies, a core of nursing courses, and a track in Advanced Nursing Practice in Emerging Health Care Systems. The Master's program in Nursing was approved in 1992 and was supported through an Advanced Nurse Education Training from the Bureau of Health Professions, U.S. Department of Health and Human Services, from 1995 until 2000. The program was fully accredited by CCNE (the Commission on Collegiate Nursing Education) in March 2000. A new track was added to the Master's in Nursing program in 2005 to prepare Clinical Nurse Leaders (CNL track). The first graduates completed the CNL program in the summer of 2009 and the final graduations were in 2011.

Revision and refinement of the undergraduate nursing curriculum is a continuous process. In 2007, two courses were moved to the sophomore level (Nurs 200: Introduction to Professional Nursing and Nurs 230: Pharmacotherapeutics). Following receipt of funding to participate in a national project in 2007, *Quality and Safety Education for Nursing (QSEN),* the six competencies emphasized by QSEN were integrated in the curriculum: Safety, Patient-Centered Care, Evidence-Based Practice, Teamwork and Collaboration, Quality Improvement, and Nursing Informatics. Augustana's nursing department was one of 50 pilot programs in the country to receive QSEN funding. Through that funding and additional generous gifts to the department, a simulation lab was constructed in 2007 and teaching/learning strategies using high fidelity human patient simulation were developed and integrated into the curriculum. The plan of study for the most current undergraduate curriculum is included in the Nursing Student Handbook.

Leaders from Augustana's Nursing Department and Sanford USD Medical Center have been engaged in the creation of a transformational nursing education-practice partnership beginning in 2008. The Culture of Caring model engages students, faculty, staff nurses, and practice leaders in a new paradigm of clinical teaching-learning with joint ownership of the nursing educational enterprise and a shared commitment to excellence in nursing practice The Culture of Caring Model has been published (Letcher & Nelson, 2014) and presented nationally and continues to inform both nursing education and nursing practice.

Gilbert Science Center, home to the Department of Nursing since 1966 was renovated and expanded from 2013 to 2014 into the Froiland Science Complex. During the construction process, the department was temporarily relocated to the Sioux Falls Seminary. In recognition of the institution's growing emphasis on graduate and international student education, as well as a commitment to greater

community relevance in its offerings, Augustana College was retitled Augustana University on September 1, 2015.

An accelerated pathway toward completion of the baccalaureate program in nursing was also implemented in 2014 for students who have completed an undergraduate degree in a non-nursing major. The core curriculum, previously referred to as “general education” or liberal arts requirements was modified, resulting in a decreased number of credits required for graduation (124) to more efficiently deliver a curriculum congruent with educational outcomes. The liberal arts core was restructured under the label of SOPHIA, the phonetic spelling of ∑Οφία, the Greek word for wisdom.

In Spring 2016, Augustana University received approval for the Higher Learning Commission to change the nursing academic degree from a Bachelor of Arts in Nursing to a Bachelor of Science in Nursing.

An intensive curriculum review began in 2017 with review of professional standards and literature and faculty discussions. This resulted in revised mission, philosophy and values which were adopted in 2018 and program outcomes which were implemented in 2019. Departmental committee structures were formulated to align with accreditation requirements and to assess achievement of program outcomes using a program improvement plan. Major curriculum revisions included reviewing all course outcomes for congruence with the mission, philosophy and values and professional standards. The revised curriculum was operationalized beginning in 2020-2021.

In fall 2021 the Augustana Nursing Program was officially endorsed as a Holistic Nursing Program by the American Holistic Nurses Credentialing Corporation, the only college in South Dakota and one of only 17 schools in the nation. In fall 2022, the nursing program was awarded a federal grant funded by the U.S. Economic Development Administration to purchase $440,000 in equipment and supplies for the nursing laboratories. The equipment was purchased and installed during the spring of 2023.

Viking Bold: The Journey to 2030 is the strategic plan designed to lead Augustana through 2030. In keeping with this plan, the University moved to a provost model of administrative structure in early 2020 and has developed new academic structures to facilitate growth and innovation. These structures include the establishment of a College of Arts and Sciences, and Schools of Education, Music, Business, and Health Professions. A faculty governance taskforce was charged with redesigning the faculty governance structure considering these changes. The Constitution of the Faculty was modified with a new council and committee structure implemented in the Fall of 2022.

Visioning for a Master of Science in Nursing (MSN) program began in 2019 by reviewing data from feasibility studies, alumni and employer surveys, and evaluation of current trends in the nursing profession. A program proposal for the MSN and Post-Graduate Certificate (PGC) programs with specialty tracks in Adult-Gerontology Acute Care Nurse Practitioner and Adult-Gerontology Clinical Nurse Specialist was developed in 2020-2021 with institutional approval in spring 2021. The South Dakota Board of Nursing Interim approval was obtained in August, 2021 followed by an onsite visit by the Higher Learning Commission in January 2022 which resulted in approval in March 2022. The MSN program launched in the fall of 2022 and the PGC program launched in the summer of 2023.

References:

Larson (1992). The healing web: A transformative model for nursing. *Nursing & Healthcare, 13*(5), 246-252.

Letcher, D.C., & Nelson, M.L. (2014). Creating a culture of caring. *Journal of Nursing Administration*, *44*(3), 175-186.

Nelson, M.L., Howell, J.K., Larson, J.C., & Karpiuk, K.L. (2001). Student outcomes of the Healing Web: Evaluation of a transformative model for nursing education. *Journal of Nursing Education, 40*(9), 404-413.

AUGUSTANA UNIVERSITY NURSING PROGRAM
BY-LAWS
(revised 8/22)

I. **Purpose:** To provide a structure through which the philosophy and program objectives may be defined and fulfilled.

II. **Relationship to the University:** The policies shall be consistent with the regulations and policies which guide the administrative and instructional activities of the University.

III. **Program Purposes are:**

A. To provide quality nursing programs in a Christian liberal arts setting which are responsive to the needs of students and consistent with the needs of the community.
B. To facilitate the growth of faculty who are committed to a relevant curriculum.
C. To develop, maintain and/or revise departmental governance and operating structures to foster scholarly vitality of the academic programs.
D. To engage in continuous quality improvement processes and program assessment to ensure achievement of high-quality program outcomes (The continuous program improvement plans are continually evolving documents based upon accreditation standards and are located in the shared departmental electronic files).
E. To foster productive, collaborative relationships with communities of interest.
F. To facilitate faculty members' contributions to the profession and to the resolution of health concerns of the community.

IV. **Departmental Organization and Administration** (**Appendix B**)

A. Program Director
    1. Assume program director responsibilities as defined in the University faculty handbook.
    2. The program director shall:
        a. Facilitate programmatic and curriculum implementation and long-term planning.
        b. Communicate issues of concern to the Dean of the School of Health Professions, the Natural Science Division Chair, Provost & personnel in the Provost's Office.
        c. Represent the nursing faculty at university level or administrative meetings within and outside the University and report to the faculty.
        d. Prepare reports and maintain communication with the South Dakota Board of Nursing.
        e. Prepare reports and maintain communication with the national accrediting body in nursing.
        f. Coordinate and guide data collection activities specified in the continuous program improvement plans.
        g. Prepare and manage the annual nursing program budget, which includes student fees, international programming, equipment, and other program needs, in consultation with nursing program faculty, Director of Simulation Learning and Health Sciences Program Manager.
        h. Authorize program purchases.
        i. Maintain official contracts with clinical agencies and adjunct nursing faculty.
        j. Assume accountability for the administration of grant monies received by the department.
        k. Facilitate program calendar and clinical schedules.
        l. Appoint faculty to program roles (i.e. coordinators and assistant directors).

m. Mentor faculty in professional growth and development including tenure and promotion as needed.
n. Evaluate faculty and staff on an annual basis.
o. Coordinate planning of individual faculty workload (**Appendix F**).
p. Conduct program planning and evaluation in collaboration with faculty members.
q. Preside over program faculty and Professional Conduct Committee meetings.
r. Supervise program activities related to curriculum, faculty searches, student advising, and student admission and progression.
s. Oversee recruitment of students.
t. Facilitate curricular and faculty development.

B. Refer to Appendix C for Nursing Faculty Roles and Expectations

V. **Decision making:** Nursing program faculty, clinical adjunct faculty and student representatives participate in team planning sessions and faculty meetings. Decisions are primarily made by consensus.

VI. **Meetings**

A. Regular meetings shall be held during the academic year; the meeting schedule shall be set after class schedules are established for each semester.
B. Special meetings may be called by the Program Director or shall be called by the request of a majority of the faculty.
C. The Health Sciences Program Manager shall maintain all program minutes.

VII. **Committees:** Members are appointed by the Program Director

A. Curriculum Steering Committee

1. Membership
   a. At least three faculty members, one of which teaches at the graduate level
   b. Program Director

2. Functions
   a. Initiate review and revision of curriculum components
   b. Prepare materials for referral to full faculty.
   c. Monitor integration of concepts throughout the nursing curriculum.
   d. Update the continuous program improvement plans

B. Assessment/Evaluation Committee

1. Membership
   a. Program Director
   b. At least three faculty members, one of which teaches at the graduate level

2. Functions: Coordinate mechanisms for systematic ongoing evaluation of the curriculum.
   a. Review course and program exit evaluations, teaching team course evaluations, and ATI test results after each semester.
   b. Update the continuous program improvement plans.
   c. Guide discussion of outcome data analysis implications for curricular and other program modifications.

C. Undergraduate and Graduate Admission and Progression

1. Undergraduate Membership:
   a. Program Manager – serves as chair
   b. At least two full-time faculty members
   c. Program Director

2. Graduate Membership:
   a. Program Manager – serves as chair
   b. Assistant Program Director of each specialty track
   c. Program Director

3. Functions:
   a. Monitor admission and progression of students in the program. May refer complex student issues to the Professional Conduct Committee.
   b. Review admission policies and procedures.
   c. Make recommendations to the faculty regarding any revisions deemed necessary.

D. Academic Resources Committee

1. Membership:
   a. Director of Simulation Learning
   b. Representation from the junior, senior, and graduate teaching terms

2. Functions:
   a. Evaluate adequacy of instructional materials and equipment, as well as lab and simulation equipment, to determine program needs.
   b. Solicit faculty requests for new and additional equipment, technology, and supplies.
   c. Assist Director of Simulation Learning in the evaluation and prioritization of additional purchases outside of planned and budgeted lab/sim/instructional supplies.
   d. Assess currency, adequacy, and accessibility of holdings in the library and make recommendations for acquisitions, with faculty input.
   e. Annual review of student lab/simulation fees to ensure adequacy for program function.

E. Professional Conduct Committee

1. Membership:
   a. Program Director – will convene the meeting and is a non-voter
   b. A representative from the Provost's Office will serve as a non-voting member and is present to assure that the rights and responsibilities of the student and due process are upheld.
   c. At least four members of the nursing faculty will serve as voting members. If the issue is regarding a graduate student, at least 2 members will be faculty teaching at the graduate level.
   d. Dean of Students will be a voting member
   e. Health Sciences Program Manager shall attend and record the minutes and is a non-voter

2. Functions
   a. Review complex student progression issues referred by any faculty and/or the Admission/Progression Committee

b. Issues for Committee consideration may include progression in the program due to a Student Performance Improvement Record (SPIR), academic/grades, behavior, functional ability to continue in the program, HIPAA or ethics violation, and other issues deemed essential to the profession.
c. Make a decision about the student's continuance in the program.

3. Procedure
   a. A student has the right to be heard by the Committee
   b. A student has the right to be accompanied by one advisor. The advisor's role in the meeting (review) is to personally advise the student and is a non-voting member. The advisor may not conduct or direct cross-examination, ask questions, or make presentations or comments to the student or committee
   c. If the appeal relates to a specific course, the faculty member associated with the course has the right to be heard by the Committee
   d. Upon completion of the presentation of the issue and the student's comments, the student is dismissed from the proceedings
   e. The deliberations and decisions of this committee on behalf of the Nursing Program are final
   f. The student will receive formal written documentation of the decision

VIII. **Program goals**: Program goals and action plan are evaluated and updated annually and are found in the Annual Assessment Report.

IX. **Revision of By-laws**

These by-laws may be revised at any regular meeting of the program by a consensus of the members present provided the proposed changes have been submitted to the members at least one week prior to the meeting.

AUGUSTANA UNIVERSITY– NURSING PROGRAM
UNDERGRADUATE PROGRAM OUTCOMES
(Revised 3/19; Updated 8/23)

Utilizing critical thinking and a caring presence, the graduate will:

1. **Integrate theories, concepts and research from the sciences, humanities and nursing as the foundation for clinical reasoning, reflective practice, and decision making.** (Essential 1: Knowledge for Nursing Practice)

2. **Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.** (Essential 5: Quality and Safety)

3. **Analyze systems within organizations and disseminate recommendations to promote safe quality care that minimizes risk of harm to patients and providers.** (Essential 7: Systems-Based Practice)

4. **Integrate current best evidence and professional standards into nursing practice with consideration of clinical expertise, patient preferences and values to improve patient outcomes.** (Essential 3: Scholarship for Nursing Practice)

5. **Incorporate information and technology to provide care, communicate, educate, manage knowledge, prevent error, and make critical decisions that optimize patient outcomes**. (Essential 8: Information and Healthcare Technologies)

6. **Recognize the individual, family, group, community, and population as the source of control and full partner in providing holistic care based on respect for their preferences, values, and needs.** (Essential 2: Person-Centered Care and Essential 3: Population Health)

7. **Demonstrate responsiveness to the regulatory, financial, and political factors that influence the quality, cost effectiveness, and value of care within healthcare systems**. (Essential 7: Systems-based practice)

8. **Interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.** (Essential 2: Person-Centered Care and Essential 6: Interprofessional Partnerships)

9. **Collaborate within nursing and interprofessional teams to foster open communication, mutual respect, and shared decision-making that influences the delivery of care in an evolving healthcare environment.** (Essential 6: Interprofessional Partnerships)

10. **Promote individual and population health, wellness, and disease prevention within complex environments.** (Essential 3: Population Health)

11. **Demonstrate integrity and behaviors consistent with legal and ethical accountability, professional codes and standards, and social justice.** (Essential 9: Professionalism)

12. **Apply leadership and advocacy principles to collaboratively address complex issues in a diverse healthcare environment.** (Essential 9: Professionalism and Essential 10: Personal, Professional, and Leadership Development)

AUGUSTANA UNIVERSITY– NURSING PROGRAM
MASTER OF SCIENCE IN NURSING PROGRAM OUTCOMES
(Developed Fall 2020, Implemented 2022)

The program outcomes and curriculum are mapped to The Essentials of Master's Education in Nursing (AACN, 2011) the competencies from the Statement on Clinical Nurse Specialist Practice and Education (NACNS, 2019), and the Adult-Gerontology Acute Care and Primary Care Nurse Practitioner Competencies (NONPF, 2016). The Essentials: Core Competencies for Professional Nursing Education (2021) were considered when developing the outcomes. This meets requirements from the regulatory agencies of the South Dakota Board of Nursing and the Commission on Collegiate Nursing Education. The program outcomes are congruent with Augustana University's Mission Statement and Core Values.

Masters of Science in Nursing students will achieve the following program outcomes:
1. Utilize advanced nursing knowledge to provide holistic care for patients, families, communities, and populations.
2. Collaborate with stakeholders across systems to promote equitable and fiscally responsible population health outcomes.
3. Implement research, evidence-based practice, and quality-improvement methods to promote the safe delivery of health care and strengthen outcomes.
4. Lead interprofessional teams to optimize care delivery in complex healthcare systems to provide equitable care for diverse populations.
5. Utilize informatics processes and communication technologies to manage and improve the delivery of safe, high-quality, and efficient health care services.
6. Demonstrate professionalism in advanced nursing practice, modeling ethical comportment and moral courage that reflect nursing's characteristics and values.
7. Assert leadership to sustain expansion of professional knowledge and nursing expertise that fosters personal health, resilience, and well-being.

References:
American Association of Colleges of Nursing. (2011). *The Essentials of Master's Education in Nursing.*

American Association of Colleges of Nursing. (2021). *The Essentials: Core Competencies for Professional Nursing Education.*

National Association of Clinical Nurse Specialists. (2019). Statement on Clinical Nurse Specialist Practice Education. 3rd Ed.

The National Organization of Nurse Practitioner Faculties. (2016). Adult-Gerontology Acute Care and Primary Care NP Competencies.

The following information can be found in the Bachelor of Science in Nursing Program and the Graduate Nursing Program Student Handbooks

- Degree Completion Requirements
- Admission Procedures
- Progression in the Program
- Academic Advising
- Student Records
- Testing and Grading
- Students Rights and Representation
- Student Requirements and Policies Related to Safety and Health
- Student Responsibilities in Nursing Courses

APPENDICES

Appendix A

Augustana University Nursing Program
Scholarship Model

Definition of Scholarship: Professional endeavors which advance the art & science of nursing

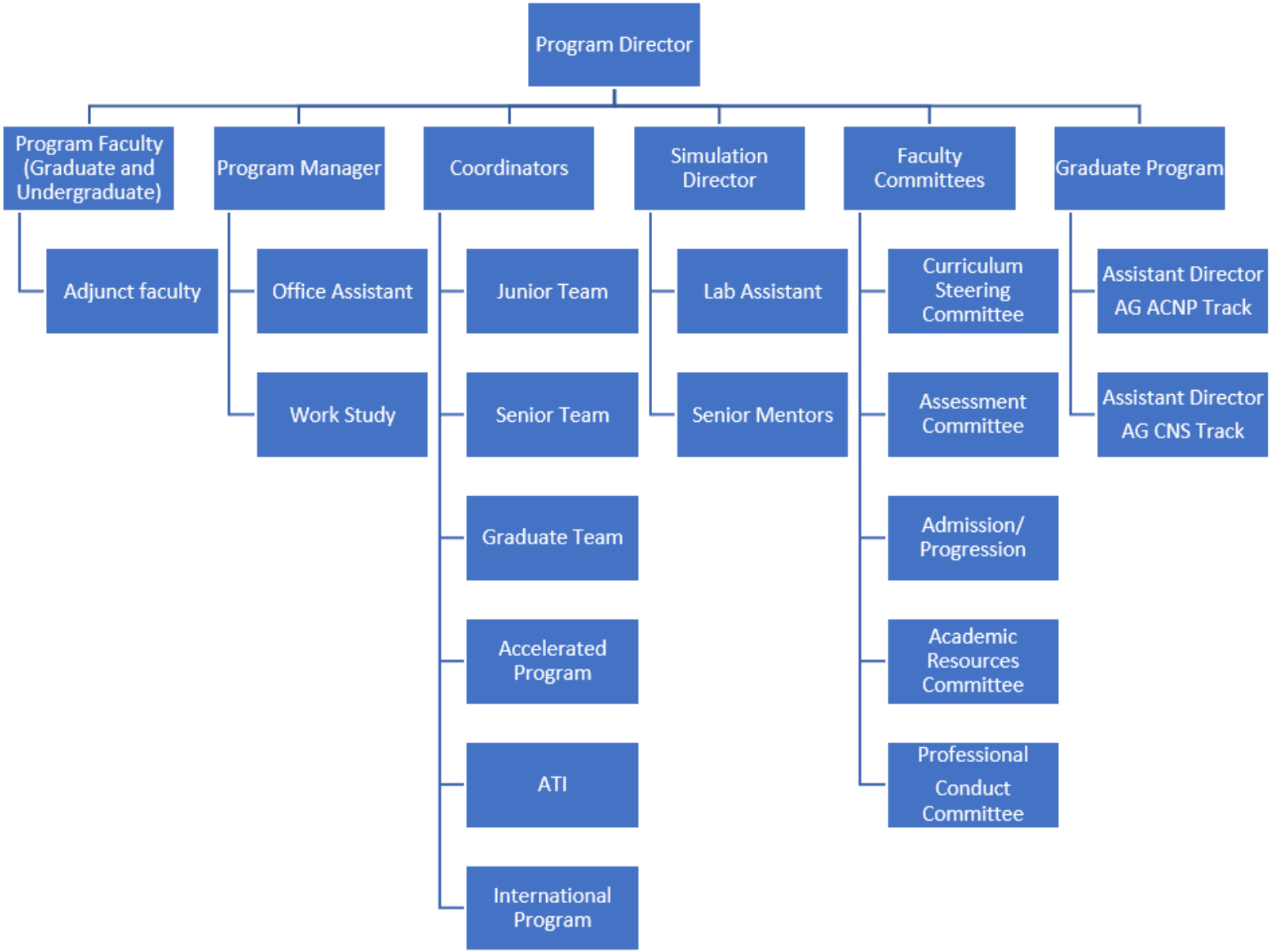
Qualities of a Scholar	Dimensions of Scholarship[1]	Criteria for Evaluation
Integrity Creativity Perseverance Vitality Courage	**Scholarship of Discovery** *Scientific Inquiry (Empirical-Interpretive-Human Science) *Methodological Development **Scholarship of Integration** *Creative Conceptualization *Model Building *Intra/Interprofessional & International Collaboration **Scholarship of Application** *Reflective Clinical Practice-Inquiry *Education-Community Partnership *Clinical Consultation **Scholarship of Teaching** *Curriculum Development & Evaluation *Pedagogical Innovation & Inquiry	Rigor Knowledge development Reflective Critique Transformative potential Enhancement of student scholarship Artistic Expression

[1]Boyer, E.L. (1990).
Scholarship Reconsidered.
Carnegie Foundation.

Nelson, M. (2001). A model for scholarship in nursing: The case of a private liberal arts college. *Nursing Outlook, 49,* 217-22.

Appendix B

Augustana University Nursing Program Organizational Chart (8/2022)



Appendix C

Augustana Nursing Faculty Roles and Responsibilities

Faculty Role	Role Expectations

All Nursing Program Faculty	• Assume faculty responsibilities as defined in the University faculty handbook.
	• In addition, faculty shall:
	  ○ Provide students with academic advising and career counseling
	  ○ Maintain currency in area of teaching
	  ○ Engage in teaching, scholarship and service according to their assigned rank (**Appendix A**)
	  ○ Contribute to the teaching team activities
	  ○ Contribute to program activities to implement program goals
	  ○ Serve on program committees as assigned
	  ○ Provide evidence of the following in the program office
	  ▪ Professional Nursing license
	  ▪ Current vita
	  ▪ Federal and state criminal background checks
	  ▪ CPR Certification for Healthcare Providers (adult/child/infant)
	  ▪ Current immunizations

Assistant Directors of Graduate Program (track specific)	Leadership of the specialty track including: • Development, revision, and evaluation of curriculum • Student admission and progression policies and decisions • Coordinate and lead registration and welcome sessions for graduate students • Assist Program Manager and Program Director with securing clinical affiliation agreements • Seek out and coordinate clinical placement opportunities for graduate students • Coordinate class schedules and campus immersions • Meet regularly with Program Director to engage in strategic planning • Maintain communication with course faculty • Assures appropriate clinical faculty/student ratios • Along with course faculty, orient and maintain communication with clinical preceptors, including intended clinical progression and outcomes for clinical practicums (**Appendix D and the Graduate Preceptor Handbook**) • Ensures preceptors are qualified **(Graduate Preceptor Handbook)** • Identify student representatives • Facilitate communication with students • Assist Program Director with program assessment and accreditation requirements • Facilitate creative use of departmental resources • Maintain clinical certification as required for program specialty track

Director of Simulation Learning	• Oversees the programmatic vision for simulation-based learning and technology. • Provides leadership in the design and integration of simulation into curricula to ensure that expected competencies are being taught to meet all accreditation, approval and professional standards. • In collaboration with course faculty, uses evidence-based simulation models to design, implement, and evaluate simulation experiences. • Coordinates nursing simulation activities (including scheduling) to maximize resource usage. • Maintains fiscal responsibility of capital equipment (high-fidelity patient simulators, task trainers, equipment, etc) along with maintenance and upgrade. • Uses projections in enrollment and programming to plan the essential resources needed to deliver simulation programming. • Facilitates interprofessional simulation experiences with internal and external stakeholders. • Facilitates professional development for faculty and staff to maintain and expand competency in simulation. • Supervises simulation and skills lab faculty

Junior, Senior, and Graduate Team Coordinators	• Coordinate and lead registration and welcome sessions for students
	• Prepare agenda and maintain minutes for planning sessions with faculty, adjunct clinical instructors, and student representatives of the respective teaching teams. Standing agenda items include:
	  ○ Approve minutes from prior meeting
	  ○ Student Representative report
	  ○ Course updates
	  ○ Lab/Simulation updates
	  ○ Teaching resources
	  ○ Fall/Spring planning
	  ○ Fall/Spring Course Reports
	• Coordinate the following with the faculty group assigned to the respective teams:
	  ○ Class and exam schedules
	  ○ Use of clinical facilities and preceptors (**Appendix D and Graduate Preceptor Handbook**)
	  ○ Systematic outcome evaluation of student progress appropriate to each student level
	  ○ Clinical and theory placements
	• Meet regularly with Program Director to engage in strategic planning
	• Facilitate creative use of program resources
	• Maintain communication with course faculty
	• Collaborate with other department coordinators
	• Identify student representatives for team and program meetings
	• Facilitate communication with students

Accelerated Program Coordinator	• Coordinate and lead registration and welcome sessions for students • Collaborate with junior and senior team coordinators for student placement in theory and clinical sections • Attend junior and senior level team meetings • Meet regularly with Program Director to engage in strategic planning • Facilitate creative use of departmental resources • Maintain communication with course faculty • Collaborate with other program coordinators • Identify student representatives for team and program meetings • Facilitate communication with students
International Program Coordinator	• Sustains and develops relationships with partner universities in Norway, as well as clinical partners in Sioux Falls area • Coordinates with nursing faculty and IPO office regarding enrollment and admission decisions, curriculum development, and program changes • Serves as faculty advisor for international students • Recruits new students from Norway, as well as AU students for N451 • Coordinate curriculum components with partner universities in Norway and nursing faculty • Collaborates with nursing faculty for long-term sustainability of program • May travel to Norway to recruit international students to the program • Coordinates Norway student schedules with Program Manager and course faculty
ATI Coordinator	• Acts as the liaison between the Augustana nursing department and the ATI company • Maintains proficiency in ATI website navigation and products and serves as the expert for faculty, staff, and students • Educate staff and students on how to maximize success on ATI exams and use of educational resources • Works with students and faculty on the remediation process • Guides the selection of products to be used • Determines the placement of products and course alignment in collaboration with program faculty • Annually evaluates and develops ATI policies for grading and remediation based on best practices • Annually reviews and tracks ATI data for assessment and evaluation
Lead Course Instructor (in team-teaching) (theory)	• Develops syllabus for course • Primary communicator with students • Makes course schedule • Creates course shell in learning platform • Integrates course materials from classroom to clinical experiences • Works with co-instructor(s) for exam development, & review • Handles ill calls & student issues • Facilitates faculty meetings for course/student concerns • Works with at-risk students & course failures • Completes and submits course evaluation form

Clinical Course Coordinator (Clinical/Lab) 0.5 cr/course/semester (Simulation)	• Request clinical sites & secures clinical placement in collaboration with department Chair • Meets/communicates with unit managers at clinical sites • Orient clinical faculty • Creates clinical schedule • Creates clinical paperwork/assignments • Facilitates clinical make-up • Supports & meets with clinical faculty if student issues arise • Meets with students having issues in clinical • Creates learning objectives and activities for skills lab • Creates clinical schedule & lab schedule in collaboration with the Director of Simulation Learning • Works with Director of Simulation Learning to outline lab supplies, schedules, room placement & staff for labs • Attends orientation and agency-sponsored agency updates • Creates learning objectives & determines evaluation criteria • Collaborates with simulation faculty to create/edit scenarios • Creates/provides pre-scenario prep for students • Preps and participates in simulation scenario, evaluation and debrief (depending on faculty workload) • Evaluates post-simulation data • Creates student & faculty schedules in collaboration with the Director of Simulation
Co-Instructor (in team-teaching) (Theory) (Lab) (Simulation)	• Coordinates with lead instructor for planning and implementation of semester • Meets with students for exam review • Works with lead instructor for exam development, statistical review • Teaches content as assigned • Organizes content on learning platform • Helps organize and execute campus labs, simulation, skills validations • Communicates frequently with the teaching team on student performance, issues, etc. • Creates learning objectives and activities for skills labs • Prepares for and leads lab sessions • Facilitates student learning • Preps and participates in scenario simulation scenario, evaluation and debrief
Clinical Liaison	• Supports clinical faculty (mentors, leads post-conference, available to adjuncts for questions, check-ins, etc.) • Maintains relationships with clinical units, managers, supervisors • Maintains Culture of Caring Curriculum for the course and updates clinical faculty on changes

	• Meets with students having issues in clinical • Meets with clinical faculty if issues arise with students in clinical • Attends orientation and agency-sponsored faculty agency updates • Maintains required agency validations for indirect clinical supervision of students
Clinical Faculty	• Prepares student assignments • Supervises & facilitates clinical experience • Grades post-clinical paperwork • Assesses student performance and provides feedback to course lead faculty for student evaluation • Reports to clinical liaison / course lead • Maintains all agency credentialing and validation required for direct supervision of students in agencies

Simulation and Skills Lab Instructor	• Collaborates with the Director of Simulation Learning and course faculty to develop and conduct skills and simulation lab learning activities
	  ○ Sets up and breaks down lab stations for multiple clinical courses
	  ○ Lead lab stations to facilitate student learning
	  ○ Supervise open laboratory sessions for student practice
	  ○ Assist students to achieve proficiency in performance of nursing skills
	  ○ Serve as a resource and mentor for remediation of high-risk students identified by faculty
	  ○ Operates the simulation equipment
	  ○ Facilitates faculty-led simulated learning exercises for students
	  ○ Tutors individual students
	  ○ Assist faculty with in-class active learning exercises
	• Performs administrative tasks under the direction of the simulation director

Appendix D

CRITERIA FOR SELECTION AND UTILIZATION OF CLINICAL FACILITIES

(reviewed 8/22)

The following criteria are used for selection and utilization of agencies for clinical experiences for nursing students. The agencies will:

1. Be approved by the applicable accreditation, evaluation or licensing bodies.

2. Provide services under the direction of qualified personnel.

3. Provide sufficient professional nurses to serve as effective role models for student learning.

4. Provide an adequate ratio of staff to ensure safe and quality patient care without relying on students.

5. Provide qualified staff members in their disciplines who are willing to assist in student learning interdisciplinary collaboration.

6. Provide a receptive professional climate to meet student learning needs.

7. Provide opportunities for ongoing staff professional development.

8. Provide a variety of quality resources and learning experiences to meet the program outcomes.

Appendix E

USE OF PRECEPTORS IN THE BACHELORS OF SCIENCE IN NURSING MAJOR
(revised 8/22)

Preceptors serve in the role of "mentors" for nursing students. Nursing faculty assume ultimate responsibility for designing and communicating the objectives of the students' experiences, orienting preceptors and students, assuring student learning and patient safety, and evaluating student performance.

Policy Regarding Selection of Preceptors

The following criteria are utilized in the selection of preceptors for students:

1. Evidence of current Professional license to practice nursing in the state(s) in which the student experience occurs.
2. Minimum of baccalaureate education in nursing preferred. Evidence of expertise, experience, and recommendation by the potential preceptor's immediate supervisor is taken into consideration for candidates with less than a baccalaureate education.
3. Minimum of one year of clinical experience in nursing.
4. Recommendation by immediate nursing supervisor that provides evidence of professional competence, leadership, and commitment to student learning.

Responsibilities of Preceptors

1. Maintain responsibility for all patient care.
2. Orient the student to the clinical unit/agency.
3. Provide learning opportunities to actively engage the student in patient care and development of critical thinking.
4. Supervise all invasive procedures performed by the student.
5. Provide ongoing assessment and feedback regarding student’s performance based upon learning objectives.
6. Cancel and reschedule clinical experience if not available to supervise a student during an assigned clinical (the faculty supervisor is to be informed of this change as soon as possible).

Appendix F

Workload Formulas

Workload Goals:

- Tenure Track Faculty: 21-24 Contact Hours
- Continuing Term Faculty: 28 Contact Hours

Formulas related to direct instructional hours of theory/lab/sim/clinical:

- Didactic Formula = Number of theory credit hours multiplied by the number of sections = Total Contact Hours (i.e. 3 credits of theory x 2 sections = 6 total contact hours)
- Clinical/lab/simulation Formula = Number of direct lab/sim/clinical contact hours per semester divided by 14 weeks/semester = Total Contact Hours (i.e. 8 hours of clinical = .57 total contact hours)

Course release in direct support of instructional program as follows:

- Program Director: 6/7th course release
- Assistant Director: 4 credit/semester
- Junior/Senior Coordinator: 1 credit/semester
- ATI Course Coordinator: 0.5 credit/semester
- Clinical Course Coordinator: 0.5 credits/course section for clinical courses

Release for graduate degree completion per contract:

- Two course teaching release per year (6 credits) with one-year obligation for each year of teaching release.