

College of DuPage

Nursing Department

Faculty Orientation and Information Handbook

2013-2014

For more information about the Nursing Department and its programs, go [to Nursing Department web page](#). This handbook is also available there and should be regularly monitored for updates.

Greetings,

It is with the goal of maintaining excellence in our Nursing programs that I welcome you to this Nursing Department Faculty Orientation and Information Handbook.

Through this handbook, information and resources are provided to you. This Handbook is intended to share with you important information regarding being an employee of the College of DuPage and a faculty in the Nursing Department, and to insure consistency and efficacy in Department operations.

Much of the information is offered through links/hyperlinks to web pages. (Items in **BLUE color font and underlined** are hyperlinks herein.) Accessing this Handbook on-line eases the linking to these web pages. The links are used to keep information current, and as such it may be changing over time.

Note that changes are informed through emails and portal page messages. It is everyone's responsibility to keep abreast of current and future policies, practices and guidelines through regular monitoring of this handbook, and well as other College and Department Communications sources, i.e. web page, portal pages, and email.

One of the most valuable resources to your role as faculty is your communication and conversation with Department and Division Faculty and Staff.

To assist with this, all new faculty will be assigned a faculty mentor for their first three semesters of teaching. It is this person who will assist you with understanding the detail specific to the program and course(s) assigned.

Of course information you may need or questions you may have can always be directed to me or reviewed with the Department's Administrative Assistant, Program Administrative Assistant.

Thank you for your commitment to the education of future members of the nursing profession. Good luck with your endeavors this year and this semester.

Respectfully,



Vickie Gukenberger PhD, RN
Associate Dean, Nursing and Health Sciences
gukenbergerv@cod.edu

Nursing Department Faculty Orientation and Information
Handbook

CONFIRMATION OF RECEIPT

I, _____,
have reviewed the Nursing Department Faculty Orientation
and Information Handbook. I understand it is my
responsibility to follow the guidelines and information in this
handbook, and if I have questions to consult with my faculty
colleagues and department staff for clarification.

*Due by August 26, 2013 or January 13, 2014 depending on
semester “starting” for the academic year.*

Signed

Date _____

Remove and return this page to:

*Glennnda Parker
Health Sciences Center
College of DuPage
425 Fawell Blvd
Glen Ellyn, IL 60137*

I. NURSING DEPARTMENT INFORMATION AND RESOURCES

A. OPERATING GUIDELINES AND STRUCTURE

B. LIST OF CLINICAL AGENCIES AND CONTACT INFORMATION. (See Appendix E for listing of Clinical Site contact information.)

C. COMMUNICATION TOOLS: Using the various communication tools and technology will promote your role as faculty in the department. As such, it is critical that you regularly access these communication tools, as often much of the information and queries are time sensitive.

1. **Email:** You are **required** to use you COD employee email address. It is the official email address used to communicate with all faculty of the college. It is your responsibility to check your COD employee email address at least three times per week.
2. **myACCESS Faculty:** If you are the faculty of record for a course you will have access to course rosters. This is also where you enter student grade information. As the faculty of record for your course **it is your responsibility to submit all GRADE REPORTS, GRADE SHEETS and MID-TERM VERIFICATION SHEETS ON TIME, PREFERABLY BEFORE STATED DEADLINES.** MyACCESS Resources and Directions for use can be found on the TLC web-site.
3. **Nursing Department Portal page:** Nursing Department portal provides access to current information about or affecting the department. Committees have minutes and agenda links on this site. It is a place to view or share information and announcements with faculty in the nursing department.
 - a. **Nursing Program Student Portal Page:** The Nursing Department also has a portal page intended to share announcements with the larger student body of a course, program or the department. This is not replace communications you may do on Blackboard for your course sections or with individual students via email.
4. **Mailboxes:** The Health Science Division office houses a copier, fax machine, office supplies, and mailboxes for Full-time faculty. **Part-time faculty have access to these resources as well in the Part-time Faculty office, HSC 1235.** It is your responsibility to periodically check your mailboxes particularly at the beginning of the semester, at the time of faculty evaluations and as a semester ends.

5. **Web Page:** The Nursing Department has a web page which houses pertinent information about the essentials of this department's programs, students' participation in them, and select curriculum information.

Watch the [Faculty and Staff Page](#) for resources as we well as the [insideCOD portal page](#) for updates.

The web page offers policy information pertinent to all Nursing Department programs. These include such things as:

- a. [Health Requirements](#)
- b. [Professional Conduct](#)
- c. [Essential Functions](#)
- d. [Academic Advising Policy](#)
- e. [Drug Screening](#)
- f. [Criminal Background Check information](#)
- g. [A Nurse's Guide to the Use of Social Media](#)

There is a link on the Nursing Department page for each of the programs in the department including:

- a. [Associate Degree Nursing](#)
- b. [Practical Nursing \(ending 12/2013\)](#)
- c. [Basic Nursing Assistant](#)

6. **Blackboard:** Blackboard is the electronic course management system used at the College of DuPage. Each course section has a Blackboard site set up for it. Please use this instructional tool to provide course section students, make announcements, and however else you see fit to engage the students. Blackboard resources and information can be found at:

<http://www.cod.edu/dept/tlc/classes/blackboard.htm>

7. **Adjunct Faculty:** A resource, managed by the Assistant Deans for Adjunct Faculty, is the Adjunct Faculty Web Page.

- D. **SIMULATION AND SKILLS LAB:** The Nursing Department Simulation and Skills Lab occupies several rooms. The Simulation Hospital is HSC 2145, the Simulation LTC/Home Suite is HSC 2136, and the labs can be found in HSC 2139, 2140, and 2141. The OPEN LAB is HSC 2142. The Lab Assistants office is HSC 2207K. The phone number is 630-942-8398.

For specific information about the Nursing Department Simulation and Skills lab, including Skills Competency/Return checklists. Skills checklists for each program can be found on the specific programs' web pages.

E. ROLES AND RESPONSIBILITIES

1. POSITION RESPONSIBILITIES

A. **Associate Dean (AD) Nursing and Health Sciences:** The ASSOCIATE DEAN oversees all operations of the Nursing Department and its program offerings. Some of the responsibilities of the Nursing Department ASSOCIATE DEAN that impact you include the following:

1. Hire and evaluate all part-time faculty members
2. Supervise all faculty members
3. Develop course schedules
4. Issue final assignments
5. Orient new faculty to the Nursing Department and to the role of part-time faculty in clinical, classroom, or nursing laboratory settings
6. Provide desk copies of textbooks. These books must be returned at the end of the semester
7. Conduct Nursing Department faculty meetings.
8. Conduct Advisory Committee meetings.
9. Set up clinical assignments with cooperating agencies (on a yearly basis, procure signed contracts, establish liaison person for clinical faculty, establish clinical assignments).

B. **Faculty Member:** For COD, there are four major responsibilities: teaching, advising, evaluating and performance of necessary administrative functions. As such, faculty are expected to:

1. Provide instruction according to the stated philosophy and objectives of College of DuPage and the Nursing.
2. Follow established active course files and college catalog course descriptions.
3. Inform students of course requirements, evaluation procedures and attendance policies.
4. Evaluate student performance according to course objectives.
5. Assist students with subject-area study problems.
6. Follow safety standards and guidelines provided by the Associate Dean, AD, or Coordinator as appropriate to the discipline.
7. Help students with long-range program planning and provide career information within the discipline.

8. Maintain accurate attendance and scholastic records of students, and submit required reports according to published deadlines.
9. Become familiar with the materials provided by the AD.
10. Provide input concerning course content to the Associate Dean, or Coordinator.
11. Follow the established schedule for the class by meeting for the entire class time on each scheduled day.
12. Maintain an effective and orderly learning environment, including leaving room and supplies in usable order for the next occupants.
13. Observe and inform students of regulations regarding smoking, eating and parking at both on-campus and off-campus instructional sites. Remember, the College is a guest at many of the off-campus locations.
14. Complete new faculty hire checklist and mentor checklist, placing the same in Nursing Department Faculty file by submitting to Administrative Assistant.
15. Specific responsibilities in the Nursing Department include:
 - a. Attend and participate in course meetings, Nursing Department committee meetings as appropriate and Nursing Department faculty and staff meetings.
 - b. Provide input into course content and delivery.
 1. Be familiar with the program-specific student handbook
 2. Provide instruction according to the stated philosophy and objectives of College of DuPage, the department and the program.
 3. Follow established course outlines and syllabi.
 4. Use the course objectives, text objectives and nursing process to develop teaching materials and tests.
 5. Follow the established schedule for the class by meeting for the entire class time on each scheduled day.
 6. Consult weekly with the course contact person as to the progress of the course and with any concerns about student performance.
 7. Alert contact and ASSOCIATE DEAN of Nursing and Health Sciences to actual or potential problems with students, and clinical agencies.
 8. Give guidance to students with subject-area study problems.

In addition, full-time faculty have the responsibility for student advising and serving as a course contact person or resource for

part-time faculty Full-time faculty have a major responsibility in ensuring a contemporary curriculum that is consistently implemented.

C. Skills lab Assistants:

1. Coordinate the use of the campus learning lab resources for simulation and skills acquisition.
2. Maintains the integrity of the campus learning lab resources.
3. Participates in budget planning and resource acquisition.
4. Prepares and manages schedule for open lab schedule, and skills competency validation.
5. Monitors overhaul usage of labs and supplies.
6. Implements a par level inventory.
7. Conducts lab orientations for students and faculty.
8. Assists nursing faculty with evaluating the lab and simulation experiences.
9. Supervises students during open lab sessions.
10. Evaluates vendors' products, cost and availability when making budget recommendations and purchasing requisitions.
11. Meets regularly with Lab Faculty to discuss student and faculty issues.

D. Simulation Technicians:

1. Support operational function of nursing laboratories with emphasis on simulation.
2. Maintain and updates the simulation learning environment.
3. Monitor simulation learning schedule.
4. Act as a liaison with appropriate vendors with special attention on trouble shooting equipment and systems problems.
5. Program, test, set-up, run and turnover clinical scenarios with faculty, Manager and lab staff.
6. Assist with supply and inventory tracking.
7. Assist with development and maintenance of a simulation scenario data storage strategy.
8. Participate in research related to effectiveness of simulated learning activities.
9. Attend to functioning of Simulation and Learning lab equipment.
10. Act as a resource and provide staff development for faculty and lab staff on simulation and technology and equipment.

11. Commit to ongoing professional development in area of simulation and technology.

E. Manager, Simulation and Laboratory Learning:

1. Provides operational oversight of the Simulation and Laboratory learning environments.
2. Oversees supply/equipment inventory and requisitioning.
3. Serves on assigned Nursing Department Committees.
4. Work with the faculty in the design of simulation and evaluation simulation and laboratory learning.
5. Contributes information and recommendations for program improvement.
6. Supervises lab staff, simulation technician and student workers as assigned.
7. Submits budget and staffing recommendations.

F. Program Specialist:

1. Work with Associate Dean to staff and schedule faculty.
2. Work with Associate Dean to provide program-specific orientations for new faculty.
3. Work with Associate Dean to organize program-specific faculty professional development workshops.
4. On behalf of the Associate Dean, facilitate routine communications with faculty in the programs.
5. Work with Associate Dean to schedule substitute faculty as needed.
6. Review the master schedule and ensure assignment accuracy.
7. Track curriculum changes and monitor degree/certificate requirements.
8. Ensure all course records are accurate and completed in a timely manner.
9. Track and review textbook orders and review faculty course syllabi for quality.
10. Track faculty midterm verifications, final grades and grade and attendance sheets.
11. Assist in the marketing and promotion of programs.
12. Assist in the development of articulation and academic partnership agreements with high schools, colleges, community and employer groups.
13. Maintain program websites, as appropriate.
14. Collaborate in the planning and execution of advisory committee meetings.
15. Maintain accurate program records, including those required for accreditation.
16. Assist with budget management and purchasing.

17. Attend meetings at the division level as required.
18. Monitor student admission/program participation and progression/graduation requirements.
19. Assist the Associate Dean with program specific events.
20. Maintain communications with professional organizations and agencies

G. Administrative Assistant:

1. Provide administrative assistant to the Associate Dean of Nursing and Health Sciences, including managing schedule and appointment.
2. Maintains student data bases for student in nursing programs.
3. Staffs identified Nursing Department committees.
4. Assists with the management of overall Department operations, communications and record keeping related to such things as scheduling, budget oversight, schedules, report completion, faculty information and workloads.

- 2. STUDENT ADVISING:** The list of faculty advisors for the programs will be completed by the start of each semester. These will be listed on the Nursing Department and Nursing Program Student portal page. It may also be listed on the Nursing Department web page. Full-time faculty will have between 20-25 advisees. For the B.N.A. program, primary lab/clinical faculty will serve as the academic advisor.

A. [Academic Alert Program](#)

- B. [Nursing Department Occurrence Report:](#) the Nursing Department Occurrence Report can be found on the Nursing Department Web Page

3. BASIC TEACHING GUIDELINES BASED ON TEACHING SETTING (CLASSROOM, LAB, CLINICAL)

A. Clinical Supervision and Teaching Responsibilities:

1. Students **must be supervised at all times during patient care.** Students shall not be in the clinical site in any student capacity without the instructor present.
2. Students, together with their instructor, determine the course of action for the day and plan of care. Both pre and post-conferences may be held on a daily basis. Specific activities, such as discussion of case studies during post-conference, may be utilized.

Remember....As clinical faculty you are creating the “face of C.O.D.” to these agencies and our students. An agency may decide to continue to accept our students for learning experiences based on the relationship you establish with the staff of the agency you are at.

3. Instructors are responsible for arranging patient assignments, and communicating these assignments to their students. Assignments should clearly indicate the role and responsibilities that the student should perform that day. This would include but is not limited to; performance of skills, specific experiences, and selected goals for the day. Help the students track their completion of skills.
4. The student’s assignment and role should also be communicated to the staff with whom the student will be working. Talk with the course contact concerning typical patterns and expectations of student assignment loads.
5. Student clinical evaluations should be ongoing, with a minimum of two formal evaluations per semester: one at mid-term, and one at the end of the clinical practicum (final evaluation). Students are required to take an active role in their own performance and evaluation by completing a self-evaluation of their clinical performance. The clinical evaluation tool reflects the conceptual framework of the program that is located on the program website.
6. The student should be informed of your observations, concerns, and constructive feedback on an ongoing basis. Timely discussions help assure that lines of communication are open and provide students with an opportunity to be successful.
7. Usually 15-30 minutes is allotted to final individual evaluation conferences. Consult with the course contact person for specific details.
8. Anecdotal notes are written on the clinical evaluation tool. Guidelines as to what constitutes a satisfactory, needs improvement, or an unsatisfactory performance are written as criteria in the course clinical evaluation tool which are located in the course syllabus. These are not all-inclusive; you may wish to add further comments.
9. When you assess the student as needing improvement in any part of their performance, you need to immediately complete a that sets expectations for improved performance. You need to discuss this immediately with the course contact person. They can also help you

determine if the student's performance needs improvement. Initiate a Record of Occurrences at the earliest time possible to ensure student's performance is corrected before the end of the term.

10. Should you find a problem that lends to remediation, you need to require that the student return to the nursing skills lab to practice skills or utilize other interventions you deem appropriate. Utilize the Record of Occurrence to communicate with the lab staff,
11. Should you find a student unsafe and a potential threat to patients, you are required to remove the student from the clinical environment and suspend them from clinical activities Patient safety always comes first. Notify your course contact person and the Associate Dean of Nursing and Health immediately. Refer to the policy on Unsafe/Unsatisfactory Performance as seen in the Student Handbook. You will need to complete documents and call for a review board to confirm your decision regarding the student's performance and actions you have taken.
12. When a student withdraws from the program, or fails the course, you need to complete the form entitled Record of Occurrence. This allows us to identify trends for student exit and then promote them reapplying, when appropriate. Submit to your contact person.
13. Hours for clinical:

The instruction timetable is based on the academic hour. Each hour is 50 minutes of instruction and then 10 minutes of break. You may determine when breaks occur.
14. Guidelines for setting up clinical experience:
 - a. Contact the Education Liaison at the facility where you will be teaching. Please call three to four weeks in advance of your clinical experience. Ask if there is a student orientation packet available, or if there are requirements regarding information to be included during your orientation day. Also, inquire if anyone from the hospital will be assisting with orientation.

- b. If you are new to a facility, instructor orientation to the facility is required. You will want to setup your orientation well in advance of your clinical start day. There is a nominal stipend for orientation to a new facility. Email the Administrative Assistant with the date and time of your orientation day.
- c. Determine when you want to hold pre-and/or post-conferences, and talk with the person in charge of room scheduling. Rooms in some facilities are very scarce, so again, you are encouraged to call early to make these arrangements.
- d. Some clinical experiences include rotations off your assigned units. When you talk with the Education Liaison at your assigned facility, get a list of names and numbers so you may contact these individuals directly to set up these outside experiences. For example, students have experiences in operating and recovery rooms, delivery rooms, GI lab, cath lab, and emergency room. Usually, only one student may rotate per day per experience.
- e. Contact the unit manager on the unit where your students will be practicing. Usually instructors new to the unit will spend some time on the unit learning the routine, so she/he will know how best to guide students. Instructors returning to a unit will want to be appraised of any new developments.
 - 1. Provide the unit manager with the following at least two weeks prior to the start of the clinical experience as requested:
 - a) names of students
 - b) course syllabus
 - c) learning objective
 - d) your contact information
 - e) tasks the students can perform with supervision and independently
- f. Discuss with the unit manager any past problems or concerns, so you know what needs to be addressed. Identify the scope of skills or activities that the students can participate.
- g. Determine how you would best like to approach the experience, keeping in mind stated clinical objectives

delineated in the syllabus. Follow-up with a letter that details the following: hours on the unit and daily schedule, student role and instructor expectations, and how and to what extent care will be delivered. Also, include a copy of the course description and objectives for the clinical experience (this would hold true for any experiences off the floor). If there are particular experiences you are seeking, include these so that staff will know to communicate to you that they are available. Be especially clear about experiences that include the administration of medications. Note what students will not do. For example, students may not hang blood or take doctors' orders according to most hospital policies.

15. Student Clinical Orientation

- a. During orientation you will want to discuss with your students:
 1. Clinical objectives and ways in which they can be met.
 2. Instructor expectations and guidelines (refer to syllabus for assignments and time frames),
 3. The clinical evaluation tool.
 4. The composition of the facility and unit(s) where students will be practicing.
 5. Anything specific to your particular facility those students would need to know to function safely and well.
- b. Generally, orientation includes a brief tour of the facility, information about security, safety, and parking, and some time on the unit. You need to observe and inform students of regulations regarding smoking, eating, and parking at both on-campus and off-campus instructional sites; remember, the college is a guest of the institution.
- c. Frequently unit managers will want to greet and perhaps talk with new student groups who will be working on their units. To facilitate orientation to the unit, you may wish to use a scavenger check list. Orientation day is also a good day to practice on computers and teach students how to chart and access medical records. (Check with your facility to

determine when computer charting orientation should be scheduled.)

16. Clinical Dress Code (Faculty)

- a. Jewelry may not be worn with the uniform, except one ring and a single small ear post in each ear. Hair must be neat and above the collar. Hair, if pulled up, must be held in place by a neutral tie, band or clip. Facial hair (male faculty) must be short clipped and well-groomed.
- b. Perfume/cologne may not be worn in the clinical settings.
- c. Complete uniform includes: 1) scrubs that are solid color with lab coat with College of DuPage logo should be worn with the college logo ID picture badge 2) if jacket is removed, a College of DuPage ID badge should be worn at all clinical events and 3) clean white nursing shoes (if tennis shoes are used, they must be white with no stripes or color and shoestrings must be white and clean ; no open toe shoes.
- d. Professional dress for community and /or psychiatric clinical consists of 1) plain pants, no jeans 2) plain shirt or top; no tee shirts and 3) no open toe shoes or gym shoes are allowed and 4) identification badge must be worn at all clinical events.
- e. Tattoos must not be visible.
- f. Nails should be at a length and condition that will not be injurious when supervising students and their clients. No artificial nails or extensions allowed. Nail polish must be clear /neutral.
- g. Faculty should adhere to dress code policies of individual facilities.

B. Lecture/Classroom Responsibilities and Guidelines:

1. Obtain a copy of the nursing syllabus and course texts and follow established course objectives. Use the course objectives along with text objectives as your guides when writing your lecture. Use the student's textbooks as your reference.
2. Materials that you wish to pass out to students should be provided to them electronically via Blackboard or email.

3. The following are guidelines for classroom teaching preparation:
 - a. Make a teaching plan to direct your activities
 - b. Provide students with the learning objectives for the day.
 - c. Provide students with guidance as to what you expect them to learn via using topic objectives.
 - d. Indicate to students how and when they will be tested. In some cases, you may want to give them some sample test questions. This may be especially helpful if you are new to them, or lecture infrequently.
 - e. Select the type of classroom format with the following taken into consideration: the style with which you are most comfortable, the amount of time and material you have to cover, and the objectives you hope to accomplish. Remember, there are many resources available at the college to assist you, such as faculty development, the learning resource center, the library and the part time faculty office.

C. Skill laboratory instruction

1. The labs will be set up for the skills topic of the day. Be frugal with disposable equipment. Remember that students have a lab packet that they purchased and must bring to lab so that they use their supplies for practice.
2. The schedule of activities for the course and each lab will be provided for you. Keep lab focused on demonstration and application of skills. Avoid giving a lecture in lab. Strive for consistency between instructors in lab, clinical and lecture.
3. When performing skills returns, avoid expecting students to discuss application of the skill to the clinical experience. You will have skills checklists to use when performing skill returns with students.
4. Math quizzes are given in lab. Check course syllabus to determine required pass rate (80% on one for first course, 100% for subsequent courses). There are also weekly lab quizzes given at the beginning of each lab.

You are responsible for designing the quizzes, grading them and putting scores into Blackboard.

F. **MENTORING:** Mentorship has been defined as an influential factor in developing and retaining new faculty. The Nursing Department has a mentoring program for new faculty. New faculty is assigned a mentor for the first three semester of their hire. Checklists related to the hiring and mentoring of new faculty are included as appendices in this handbook and can be found in the Nursing Department Mentor/Mentee Toolkit

G. **ANNUAL UPDATES:** See Appendix C

H. **THE SYLLABUS:**

Reference: Casella, V. (n.d). "Design/Creating a Syllabus" retrieved from <http://oct.sfsu.edu/design/syllabus/index.html>

Purpose of the syllabus:

A carefully planned, clearly written, comprehensive syllabus is one of the most important resources you can provide your students. A well-designed syllabus performs many functions for the instructor and for the student: it outlines course expectations, organizes information, sets the tone for class interactions, and guides student learning. A carefully constructed syllabus helps prevent misunderstandings as to course goals and objectives, assessment and evaluation standards, grading policies, and student or faculty behavior.

What is in the course syllabus:

The value and use of a syllabus is determined by the quality and range of information provided. The following list of recommended items comes from a careful review of the literature, an analysis of high-quality syllabi rated by students and faculty, and a survey of student evaluations of course syllabi.

When developing your syllabus, include the following items:

- instructor information
- course information method of instruction
- course description
- course objectives
- course calendar or schedule
- course policies
- textbooks and supplies
- assignments
- grading
- course/classroom management rules
- opportunities for those eligible for ADA
- specific notes or safety rules

Reference to Active Course File and Curricunet; also, if course as pre-reqs, why is that and what is it that they can expect to student to know as a result of those pre-reqs...where does their course fit "in the big picture"?

Making Changes: Since it is impossible to cover all contingencies in the planning stages of a course, students need to be advised that you may make changes as the semester progresses. Give students any changes in writing with reasonable notice.

Using the syllabus

Consider the syllabus as a road map. That is will answer the following questions:

1. Where am I?

- A well-designed syllabus indicates what prerequisite skills or knowledge is necessary to succeed in the course so that students can make decisions as to whether or not they are ready to undertake the content.

2. Where am I going?

- The course information provided in the syllabus gives students a clear idea of the content of the course and relates where this particular course fits in the context of a course of study. Specific learning outcomes related to the course content are critical if students are to fully understand the extent of what is expected and what they will learn as a member of the class.

3. How will I know when I have arrived?

- A carefully constructed syllabus will provide details as to the pacing of the course and the schedule of topics that will be covered. Students must know how they will master each of the learning objectives is another important feature of the course syllabus. Students appreciate being told up front the extent to which they will be expected to work independently (e.g., in-class groups or out-of-class projects).

4. What resources will I need along the way?

- Students need to know from the outset what materials they need to accomplish the learning objectives and how they access the materials. In the course syllabus, clearly detail textbooks, required readings, Internet sites, and other lab or class materials.

5. Is there a road-side assistance if I require it?

- Feeling alone on the learning journey can be a daunting experience. The course syllabus should clearly state what assistance is available and how to access it. This can range from posted office hours during which the student can obtain assistance from the instructor to the instructor offering to facilitate the formation of student study groups.

6. What do I get at the end of the journey?

- While we all would love to think that the joy of learning is sufficient to motivate students, in fact, most students are really concerned about how you will evaluate their performance and assign grades.

Your course syllabus should address the grading process. Whenever possible, provide students with the rubric that you use to grade each assignment.

The Syllabus is an Organizational Tool

With the complicated lives faculty and students live, getting organized frequently seems an unreachable goal. Lack of organization makes the learning experience more difficult. The course syllabus can play an important role in keeping everyone on the same path and moving toward the same goals.

1. What do I need to know?

- a. One of the first indicators that a course is well organized is the set of learning outcomes that the instructor has defined to guide the students in the learning process.
- b. Learning outcomes specify the material that will be covered and how the student will demonstrate mastery of the content.

2. When will I learn it?

- a. A course schedule is the next step in providing a scaffold for the students to organize their learning.
- b. At the outset of the course it is difficult to gauge exactly how much material you can cover in a given time, so in your syllabus indicate that the schedule of topics is subject to change.
- c. Give an outline of topics you will present in the course and estimate a date or time by which you will cover them.

3. When are assignments due?

- a. Students need to know at the beginning of the course when assignments are due in order to organize their time and resources necessary to complete them.
- b. Some students may need help in planning to complete a project.
- c. You can help by designing the assignments carefully, making yourself available to the students for assistance and conducting periodic progress checks.

4. When are the tests and what will they cover?

- a. Unfortunately, one question seems to constantly be on students' minds, "Is that going to be on the test?"
- b. A well-designed syllabus answers those questions by clearly stating what topics or materials will be included on each test.
- c. A course schedule specifying exact dates for tests or exams is critical to avoid student confusion, anger, or failure.
- d. If you must make changes, notify the students well in advance of what the changes are and how that affects the test or exam schedule.

5. What learning activities and resources are required and where are they located?

- a. Organize your syllabus by tying resources into the scheduled topics.

Students should be able to anticipate when external resources will be necessary and know where to obtain them.

- b. If you have placed materials on reserve or students need to special order them, include this information in your syllabus. It will minimize student anxiety and prompt students to ensure they have access to these resources in ample time to complete assignments or prepare for exams.

The syllabus is a contract

Teaching and learning does not take place in a vacuum. Within the context of the classroom, *effective* teaching and learning require a partnership between you and the students. As in any partnership, the parameters of the relationship need to be clearly defined and the responsibilities of each party articulated. Consider the syllabus a contract between you and the students: it provides a binding agreement stating your expectations, how the student should proceed, and how you will evaluate the student.

A skillfully designed syllabus details expectations, the terms of classroom interactions, the grading criteria, and can reduce the potential for confusion on the part of the students. Students should be able to answer the following questions using the syllabus as a reference:

1. What am I expected to do?
In your course syllabus specific to what you expect from the students in the following areas:
 - **Class participation:** Define what you mean by class participation. Does contributing to discussions and asking or answering questions receive the same consideration? Do you assign varying points for different types of participation? How will you calculate those points?
 - **Attendance:** What do you expect in terms of student attendance in class? Is it important for students to come to every class? How many absences will you allow? Will you deduct points for absences?
 - **Promptness:** Are there consequences for arriving at class after the assigned time? What procedures are in place to ensure that students understand what their responsibilities are in terms of arriving on time and staying until the class is dismissed?
2. How will I be graded?
 - **Grading procedures:**
 - Tests and exams:- How often will you administer tests and exams? What percent of the final grade is determined by tests and quizzes? When are the tests?
 - Papers, class presentations or projects: How much does each assignment count toward the final grade? Do you have a rubric students can follow in the development of these assignments? When are these extended assignments due? What is the penalty

- for late assignments?
 - Extra credit: When can students request extra work for extra credit? How will this factor into the final grade?
 - Calculation of final grade: How do you calculate the final grade? What grading system do you use (the curve, competency, or performance-based)? Do laboratory grades or other class activities factor into the final grade?
 - **Grading policies:**
 - Makeup tests: Are there any conditions under which you will allow a student to take a makeup exam or test?
 - Unmet deadlines: Do you accept late assignments? What penalties do you assessed on projects submitted after the due date?
 - Incomplete grade: What is your policy on allowing a student to request an incomplete grade?
3. What can I expect from the instructor?
- Just as you have expectations of students, they will have expectations of you. Common student expectations are:
 - **Availability outside of class:** When are your office hours? Are you available via e-mail? Will you meet with a student after class without an appointment?
 - **Additional assistance with assignments:** Are there teaching assistants? If yes, are they available to help students? Will you set up mechanisms for peer assistance, such as study groups (face-to-face or online), threaded discussions related to assignments, etc.? Will you direct students to quality outside resources for assistance (offline and online)?
 - **Organization and preparedness:** Have you broken the course into manageable chunks? Is the evenly spaced? Are you familiar with the course material? Will you be ready for each class meeting?
 - **Timeliness:** How quickly will you return assignments or assessments with your feedback? How quickly will you respond to questions asked via email, phone, or voicemail?

Beyond the classroom

1. **Departmental Files:** Most departments require instructors to submit course syllabi. The department archives the copy for future reference. If the courses you teach have been offered before, you might find it helpful to review the course syllabi developed by faculty who have previously taught the course.
2. **Internal and External Review:** Frequently faculty ask a colleague from inside and outside their department or College to review their syllabus and to provide a critique that can be placed in their personnel

action file for retention, tenure, or promotion consideration. A positive outside review can be an important part of your teaching portfolio.

3. **Remaining Current:** Disciplines and materials to support teaching and learning rarely remain static: update your course syllabus on a regular basis. Make adjustments as you receive feedback from students or peers. Always incorporate changes or innovations in your teaching methods as you develop your teaching philosophy.

II. PROGRAM INFORMATION AND RESOURCES (to be covered by the mentor and faculty in the program assigned)

Much of this information can be found on the respective program's web page.

A. Student handbooks

1. [Associate Degree Nursing](#)
2. [Practical Nursing \(Ending 12/2013\)](#)
3. [Basic Nursing Assistant](#)

B. Program plan of study (not applicable for NURSA 1105)

1. [Associate Degree Nursing](#)
2. Practical Nursing (in Student Handbook)

C. Course(s) syllabi (available on Blackboard or from Program Administrative Assistant)

D. Course calendar(s)

E. [Clinical Evaluation Tools](#)

F. [Skills Checklists](#) (found on the ADN and PN program web pages)

G. Record keeping

1. Grades
2. Bb
3. Systematic Evaluation plan
4. NOTE: B.N.A. faculty will be responsible for documentation required of IDPH and SIU

H. [Clinical affiliation specific information](#)

I. Rosters

J. Permits to register and withdraw from courses

III. Appendices

- A. Clinical preparation Checklist
- B. APA 6th Edition Style Guide
- C. Nursing Department Annual Appointment Requirements
- D. New Faculty Orientation Checklist
- E. New Faculty Mentor Checklist
- F. Faculty Exit Checklist
- G. Clinical Site Contact information

**CLINICAL LEARNING PREPARATION TIMELINE AND CHECKLIST
(July 2010)**

Check when completed	When	What	Who
	2-3 weeks prior to start of clinical	Confirm with Clinical Liaison the students and their readiness for clinical placement	AD
	2-3 weeks prior to clinical (or as scheduled by clinical agency)	Faculty orientation to clinical site as needed Review clinical agency policies and procedures	Faculty
	2-3 weeks prior to clinical	Contact Education liaison to arrange for a “shadowing experience” as needed	Faculty
	2 weeks prior to start of clinical	Confirm with Unit Contact (i.e. nurse manager, CNS, etc.) the clinical learning experiences, including (but not limited to) <ol style="list-style-type: none"> 1. Clinical objectives 2. Clinical Student competencies 3. Skills checklists 4. Clinical evaluation tool 5. Student orientation dates/times 6. Student rosters (on College letter to the Associate Dean if requested) 7. Start and end date of clinical rotation 8. Contact information for students and faculty, including clinical site required signature sheets 	Faculty
	The week clinical begins	Provide students with clinical site policies or handbooks as required, i.e. Clinical Affiliations handbooks	Faculty
	Last week of clinical	Completion of department and/or clinical site evaluation of clinical experience	Students

APA 6th Edition Style Guide

Introduction to Citing Your Sources

What is APA?

- Publication formatting style from the American Psychological Association.
- APA is often used in the behavioral, social, and health sciences.

Why do we format by style?

- Provides a consistent format within a discipline.
- Makes your paper easier to reAssociate Dean and understand.

Where does APA formatting style come from?

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Older Edition Info:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

American Psychological Association. (2007). *APA Style guide to Electronic References*. Washington, DC: Author.

*Ask your instructor which edition s/he wants you to use.

Formatting Your Paper

The Overall Look:

- Ask your instructor for requirements!
- 12 pt. Times New Roman font preferred or a non-serif font, but ask your instructor.
- Double-spaced.
- 1 inch margins.
- Pages are numbered.
- Use an abbreviated title as header.

The Title Page:

- Papers in APA style require a title page.
- Include the paper's title and your name, course, professor's name, and date.
- Ask your instructor for title page requirements!

Need Help with APA?

*Check out the COD Library's **Citing Sources** page. You can find it easily off the Library's homepage: www.cod.edu/library

*Try our bibliography software, NoodleBib, which can build your citations for you. You can find it on the Library's **Citing Sources** page. It's Free for any COD Library card holder!

Citing Your Sources

Why do we cite?

- Help people find your sources.
- Show context of your research.
- Acknowledge the work of others.
- Show what information you have considered in your research.

In Text Citations:

- Sometimes called parenthetical citations.
- Done within the text of your paper after you've **quoted** or **paraphrased** from a source.
- In-text citations should include **Author's last name, date of publication, and the page or section** where the material you used can be found.
- Each source cited in the paper must appear on your "References" list and vice versa.

Quoting Directly

"One of the lucky things about sleepwalking in children is that it generally occurs during the first hour or two after a child has gone to sleep, which means that parents are usually still awake" (Schenck, 2007, p.103).

OR

Schenck (2007) remarks, "One of the lucky things about sleepwalking in children is that it generally occurs during the first hour or two after a child has gone to sleep, which means that parents are usually still awake" (p. 103).

Paraphrasing

Sleepwalking in children often happens early in their nightly sleep cycle (Schenck, 2007, p. 103).

OR

Schenck (2007) remarks that sleepwalking in children often happens early in their nightly sleep cycle (p.103).

The Reference List:

- Called "References," alphabetized by item (author or title).
- A list of every source that you make reference to in your paper.
- Provides the information necessary for a reader to locate and retrieve any sources cited in your paper.
- Each source cited in the paper must appear on the References list, and vice versa.
- Citations should be double-spaced with a hanging indent.

Elements of a Citation:

Citations should contain the following information in this order:

- Author's Name
- Date
- Title of Item
- Publication Information
- Retrieval Information

Author's Name

- Citations start with Author information.
- List authors according to the order they appear on the source
- Provide only first initials for first and middle names.

Examples:

Feldt, R.

Hill, F. J., & Awde, N.

Date

- List the year the item of published, posted, or produced in parentheses.

- Provide the full date if the item provides no other means of determining the date or edition of the source (i.e. volume or issue number).
- Use n.d. (no date) for undated items.

Examples:

Hill, F. J., & Awde, N. (2003).

Romano, A. (2006, April 24).

Title of Item

- If an item is a single/stand-alone item, then italicize the title, only capitalizing the proper nouns and the first word of the title.
- If the item is part of a larger work, then state the title as mentioned above but without italics.

Examples:

Hill, F. J., & Awde, N. (2003). *A history of the Islamic world*.

Feldt, R. (2008). Development of a brief measure of college stress: The college student stress scale.

Publication Information

- For a single/standalone item, provide the any edition, version or volume information, the location, and the publisher or sponsor.
- If the item is part of a larger work, identify that larger work with the

above information and provide page or section numbers.

Examples:

Hill, F. J., & Awde, N. (2003). *A history of the Islamic world*. New York: Hippocrene Books.

Feldt, R. (2008). Development of a brief measure of college stress: The college student stress scale. *Psychological Reports*, 102(3), 855-860.

Retrieval Information

- For electronic items, include DOI (digital object identifier), or periodical home page, or database or website information of the place where the reader can find the item cited.
- Google the title of the periodical to find the publisher's "homepage" for that periodical.

Examples:

Feldt, R. (2008). Development of a brief measure of college stress: The college student stress scale. *Psychological Reports*, 102(3), 855-860.
doi:10.2466/PRO.102.3.855-860

Romano, A. (2006, April 24). Walking a new beat: Surfing MySpace.com helps cops crack the case. *Newsweek*, 147(17), 48.
Retrieved from <http://www.newsweek.com/>

Specific Examples:

Book

Schenck, C. H. (2007). *Sleep: The mysteries, the problems, and the solutions*. New York: Avery.

Book Chapter

Mattia, J.I., & Zimmerman, M. (2001). Epidemiology. In W.J. Livesley (Ed.), *Handbook of personality disorders: Theory, research, and treatment* (pp. 107-123). New York: Guilford Press.

Encyclopedia Article

Frey, R. J. (2003). Post-traumatic stress disorder. In *The Gale encyclopedia of mental disorders* (Vol. 2, pp. 786-789). Detroit: Gale.

Journal Article (Print)

Verona, E., & Kilmer, A. (2007). Stress exposure and affective modulation of aggressive behavior in men and women. *Journal of Abnormal Psychology* 116(2), 410-421.

Journal Article with DOI

Andersson, G. (2009). Foster children: A longitudinal study of placements and family relationships. *International Journal of Social Welfare*, 18(1), 13-26. doi:10.1111/j.1468-2397.2008.00570.x

Journal Article with no DOI (Database)

Norvilitus, J. M., Szablicki, P. B., & Wilson, S. D. (2003). Factors influencing levels of credit-card debt in college students. *Journal of Applied Social Psychology*, 33(5), 935-947.
Retrieved January 27, 2009, from <http://www.wiley.com/bw/journal.asp?ref=0021-9029>.

Article on the Web

Martin, J. (2008, November). A growing problem for veterans—domestic violence. *Washington University in St. Louis*. Retrieved May 8, 2009, from <http://newsinfo.wustl.edu/tips/page/normal/2902.html>

Government Publication Online

U.S. Central Intelligence Agency. (2009). *The world factbook 2009*.. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/index.html>

Video (Online)

Carnegie Mellon. (Producer). (2008, February 6). *Randy Pausch lecture: Time management* [Video file]. Retrieved from <http://www.youtube.com/watch?v=oTugjssqOTO>

Podcast

AHRQ. (Producer). (2008, December 18). *Healthcare 411 News Series from AHRQ* [Audio podcast]. Retrieved from <http://healthcare411.ahrq.gov/featureAudio.aspx?id=891>

NURSING DEPARTMENT

Annual Appointment Requirements

Below does a listing of documents and materials that need to be submitted, along with this signed checklist, directly to the Nursing Department Administrative Assistant by **August 1 of each year.**

- Current RN license for Illinois with no restrictions
- Confirmation of Academic Credential, including submission of updated transcripts (NOTE: if there was not change in this from last year please note as NOT APPLICABLE [NA])
- Compliance with clinical participation requirements by submission of:
 - Annual TB
 - Drug Screen
 - Current American Heart Association CPR, Health Care professional status
- Current Resume (please note date on the resume)
- Faculty Development/Professional Development Activities update (with date and CE or credits earned noted)
- Signed Nursing Department Faculty Orientation and Information Handbook http://home.cod.edu/Media/Website%20Resources/pdf/academics/programs/nursing/Faculty_orientation2010-2011.pdf

NOTE: If you have your annual TB and drug screen completed at Edwards Corporate Health (ECH), the College will pay for them. You must confirm with Program Administrative Assistant at 630-942-4078 that you are going to ECH for these services PRIOR to your having them done. We will then notify ECH to bill COD the cost.

I understand that the above sited documents and materials are required to assume a faculty role in the Department of Nursing. Furthermore, I confirm that all the materials and documents are accurate and complete.

I understand that if anything results in the Illinois Department of Finance and Professional Regulations altering my current ability to practice with my Illinois license, I will notify the Nursing Department ASSOCIATE DEAN immediately.

Signature

Date

Received by

Date

Nursing Department New Faculty Hire Checklist

Faculty Member _____

Directions: Initiate upon hiring; place in faculty member's file when completed

#		Activity	When	Who	Date and Initial
1	<input type="checkbox"/>	Human Resources paperwork reviewed; signed and taken to HR; distribution of Department of Nursing Manual	Within one week of hire offer	ASSOCIATE DEAN of Nursing; Administrative Assistant	
2	<input type="checkbox"/>	Direction (verbal/written) provided to new hire regarding: (1) getting ID card; (2) office space and location; (3) mailbox; (4) keys; (5) phone; (6) copy machine operations; (7) fax machine operations	Within one week of hire offer	Administrative Assistant	
3	<input type="checkbox"/>	Assignment of mentor (FT nursing dept faculty member in same course as new faculty member) will facilitate: (1) course orientation (2) Bb orientation (3) provide administrative assistant with course textbook needs and (4) testing procedures	Within one week of hire offer	Faculty Development and Welfare Committee Member(s)	
4	<input type="checkbox"/>	College and Department orientation	Within first week of start of class	ASSOCIATE DEAN of Nursing	
5	<input type="checkbox"/>	Tour of campus with special attention to (1) Library; (2) TLC (3) Division office; (4) Nursing Labs; (5) HR; (6) Public Safety (7) PT Faculty Office	Within first week of semester	Faculty Mentor	
6	<input type="checkbox"/>	Distribute textbooks for new faculty member	Within one week of hire offer	Admin. Asst.	
7	<input type="checkbox"/>	Distribution of course specific materials including but not limited to (1) syllabi; (2) clinical eval tool; (3) course calendar; (4) course materials related to maintaining consistency in the curriculum/course.	At time of hire	Identified course FT faculty in consultation with Faculty Development and Welfare Committee	

**Nursing Program
Faculty Mentor Checklist**

Faculty Member: _____ **Faculty Mentor:** _____

#	Activity	Completed/Date
1	Initial Contact with Faculty Member	<input type="checkbox"/> Date: _____
2	Course Orientation (Including Materials to Maintain Course Consistency)	<input type="checkbox"/> Date: _____
3	Syllabus/Case/Calendar/Textbook/Information provided	<input type="checkbox"/> Date: _____
4	Overview/Utilization of Clinical Evaluation Tool	<input type="checkbox"/> Date: _____
5	Information Provided Regarding Blackboard Training in TLC	<input type="checkbox"/> Date: _____
6	Overview of Blackboard	<input type="checkbox"/> Date: _____
7	Overview of My Access (10 th Day Enrollment, Mid-term Verification, Final Grading)	<input type="checkbox"/> Date: _____
8	Nursing Faculty Communication Tools: Tools <ul style="list-style-type: none"> • Outlook • Nursing Department Portal 	<input type="checkbox"/> Date: _____
9	Faculty Resources at COD <ul style="list-style-type: none"> • Staff Services • Copy Center • TLC • Library Resources/Library Orientation/Micromedix • Administrative Assistant Support • Discuss Faculty Development Resources, including NURSE TIM (Subscription Code: robrry954110121) • Evolve webinars 	<input type="checkbox"/> Date: _____
10	Tour of Campus <ul style="list-style-type: none"> • Library • TLC • Division Offices (Mailboxes) • Nursing Labs/Simulation Spaces • Part-Time Faculty Office • Human Resources • Public Safety 	<input type="checkbox"/> Date: _____

Signature Upon completion: _____ **Date:** _____
Faculty Member: _____ **Faculty Mentor:** _____

Return to Nursing Department Administrative Assistant when completed.

Nursing Department Faculty Exit Checklist

Faculty Member: _____

#	Activity	When	Who	Completed
1	Return keys and ID badge	Last day of teaching	Administrative Assistant	<input type="checkbox"/> Date: _____
2	Return books/course materials	Last day of teaching	Administrative Assistant	<input type="checkbox"/> Date: _____
3	Attend end of semester closing meeting	Within one week of course ending	FT faculty responsible for teaching course	<input type="checkbox"/> Date: _____
4	Exit survey	Last day of teaching	Administrative Assistant	<input type="checkbox"/> Date: _____

Clinical Site Contract Information

2013-2014

Site	Contact	Phone	Email	# students allowed on units	C.N.A. Notes
Adventist Bolingbrook Hospital 500 Remington Blvd. Bolingbrook, IL 60440	Joann Mazur Nursing Education	630-312-6087	joann.mazur@ahss.org	8	
Adventist Glen Oaks Hospital 701 North Winthrop Ave. Glendale Heights, IL 60139	Amy Peebles, RN, MSN Clinical Educator, Medical-Surgical Nursing	630-545-7250	amy.peebles@ahss.org		
Adventist Hinsdale Hospital 120 N. Oak St. Hinsdale, IL 60521 Adventist La Grange Memorial Hospital 5101 Willow Springs Rd. La Grange, IL 60525	Donna Kanak, RN, MSN Clinical Educator, Quality Management Specialist, and Coordinator of Nursing School Affiliations	630-856-3056	donna.kanak@ahss.org		Mary Pirc - mary.pirc@ahss.org (pronounced Pierce) FAX Master Schedule to Mary Pirc (AA to David Crane) @ 630-856-6000. Signer: David Crane Provider #0000976 Send a copy to Donna Kanak so space can be reserved

Alexian Brothers Medical Center 800 Biesterfield Rd. Elk Grove Village, IL 60007 Alexian Rehabilitation Hospital 935 Beisner Road Elk Grove Village, IL 60007	Jeanne Addis, MSN, RN Administrative Director of Patient Care Services Therese Alexander	847-437-5500 x2637	Jeanne.addis@alexian.net therese.alexander@alexian.net		Jeanne oversees entire Placement project Theresa works with clinical orientation
	Gail Morris Administrative Asst Clinical Services	847-437-5500, x 3382	Gai.Morris@alexian.net		Gail handles paperwork for computer access, training materials, etc.
	Debbie Metcalfe, MSN, RN Oncology Nursing Director	847-437-5500, X3796	Deborah.Metcalfe@Alexian.net		Debbie will handle the requests for placements, and coordination of units. (She is the primary contact.)
Alexian Brothers Behavioral Health 1650 Moon Lake Boulevard Hoffman Estates, IL 60169	Erik Hansen	847-755-8505	erik.hansen@alexian.net		
The British Home 8700 W. 31st St. Brookfield, IL 60513	Pamela Patterson Karen Holmes	708-485-1155	pamela.patterson@thebritishhome.org karen.holmes@cantata.org	10	
Burgess Square 5801 S. Cass Ave. Westmont, IL 60559	Laura Nickels Executive Director of Nursing Anthony Schreiber aschreiber@burgesssquare.com	630-971-2645	lnickels@burgesssquare.com		

Central DuPage Hospital 0 N 025 Winfield Rd. Winfield, IL 60190	Ruth Thurston Clinical Education Associate Central DuPage Hospital 25 North Winfield Road Winfield, IL 60190	630-933-6835 fax: 630-933-6685	Ruth.Thurston@cadencehealth.org	5	Signer: Laurel Ann Peterson Provider #005744
DuPage County Convalescent Center 400 N. County Farm Road Wheaton, IL 60187	Christina (Tina) Thompson Phyllis Royster - D.O.N. 630-784-4250 Beth Welch 630-784-4200 Barbara Hyde (Beth's assistant) 630-784-4201	630-784-4311	christina.thompson@dupageco.org Phyllis.Royster@dupageco.org	10	Signer: Beth Welch Provider #14-5050 Send copy to Tina's attention so that space can be reserved
Edward Hospital / Linden Oaks 801 S. Washington St. P.O. Box 3060 Naperville, IL 60540	Denise Arp Coordinator Special Projects Carole Robinson Clinical Orientation Coordinator - Linden Oaks	630-527-5811 630-527-3309	darp@edward.org	8	
Elgin Mental Health Center 750 S. State St. Elgin, IL	Facility Director	847-742-1040 x2010			
Elmhurst Memorial Hospital 155 E. Brush Hill Road Elmhurst, IL 60126	Anne Stezowski, RN, MS Education Coordinator	630-833-1400 x47051	astezow@emhc.org	9	
Loyola University Medical Center 2160 South First Ave. Maywood, IL 60153	Patricia A. Falk, RN MSN Nurse Educator - Loyola Department of Nursing Education Pamela Clementi, Ph.D., APRN, BC-FNP	708-216-3477 fax 708-216-4759 708-216-9515 fax: 708-216-4759 pager: 708-216-	pafalk@lumc.edu	8	

	Manager, Nursing Education Coordinator, LUHS AHA Training Center pcleme1@lumc.edu	8777-92484			
ManorCare Hinsdale 600 W. Ogden Ave. Hinsdale, IL 60521	Christine Nelson	630-325-9630	468-don@hcr-manorcare.com	10	
ManorCare Naperville 200 Martin Ave. Naperville, IL 60540	Nerriah Estenor	630-355-4111	518-don@hcr-manorcare.com	10	
ManorCare Westmont 512 E. Ogden Ave. Westmont, IL 60559	Michelle Zimmer	630-323-4400 x538		10	
Marianjoy Rehabilitation 26 W 171 Roosevelt Rd. Wheaton, IL 60187	Cindy Bright, Nurse Educator	630-909-8027	cbright@marianjoy.org	10	Signer: Cindy Bright Provider #0003228
Marklund Pediatric Home 164 S. Prairie Ave. Bloomington, IL 60108	Rose Cousins	630-529-2871 x3240	rcousins@marklund.org		
Northwest Community Hospital 800 W. Central Road Arlington Heights, IL 60005	Carol Ziolo, RN, MA Clinical Educator Mental Health Network Dave Hanson Director of The Learning Center (general) mhanson@nch.org Alanna Ackerson Clinical Educator 847-618-7416	847-618-4113 fax: 847-618-4102	enziolo@nch.org mhanson@nch.org aackerson@nch.org		

Plymouth Place 415 N. La Grange Road La Grange Park, IL 60526	Nancy Van Drunen	708-354-0340			
Provena-Mercy Center 1325 N. Highland St. Aurora, IL 60506	Kelsey Knutti Clinical Liaison		kelsey.knutti@provena.org		
Rush Copley Medical Center 2000 Ogden Ave. Aurora, IL 60504	Sharon Brooks Manager, Nursing Professional Practice	630-978-6200 x3140	sbrooks@rushcopley.com		
St. Patrick Residence 1400 Brookdale Road Naperville, IL 60563	Denise Kostelec	630-416-6565	dkostelec@stpatricksresidence.org	10	Signer: Sister Jeanne Haley Provider #14-5878
Sherman Health Care Organization 1425 N. Randall Road Elgin, IL 60123	Jane Wrede, RN, MSN Clinical Educator	224-783-2154	jane.wrede@shermanhospital.org	10	
Silver Cross Hospital 1900 Silver Cross Blvd New Lenox, IL 60451	Mary Brenczewski (accepts/denies requests) Administrative Director of Nursing Practice and Operations Olga Martinez (receives requests) Administrative Coordinator Terry Karales Clinical Educator (works with faculty)	815-300-7100	mbrenczewski@silvercross.org omartinez@silvercross.org tkarales@silvercross.org		
Tabor Hills 1347 Crystal Ave. Naperville, IL 60563	Gloria Pindiak	630-778-6677	gloria.pindiak@taborhills.org	10	Signer: Nancy Rodriguez Provider #14-5840

UIC Medical Center 1740 West Taylor St, Suite 1500 (MC 805) Chicago, IL 60612	Nichols Haubach Nurse Recruitment Resource Specialist Nursing Recruitment and Retention	312-413-8397	nhaubach@uic.edu		
University of Chicago Medical Center					
Westlake Hospital 1225 Lake St. Melrose Park, IL 60160	Ruth Matthei	708-938-4982	rmatthei@westlakehosp.com		