



**STATE OF WISCONSIN**  
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**Governor Scott Walker      Secretary Dave Ross**

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**BOARD OF NURSING**  
**ROOM 121A, 1400 E. WASHINGTON AVENUE, MADISON WI**  
**CONTACT: DAN WILLIAMS (608) 266-2112**  
**JANUARY 10, 2013**

*Notice: The following agenda describes the issues that the Board plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a description of the actions and deliberations of the Board.*

**PRACTICE COMMITTEE**

**8:00 A.M.**

**CALL TO ORDER – ROLL CALL**

**OPEN SESSION:** Practice Committee – Julie Ellis (Chair), Julia Nelson, Kay Coppens, Lillian Nolan, Maria Joseph

- A. Approval of Agenda (1)**
- B. Approval of the Practice Committee Minutes of December 6, 2012 (7-8)**
- C. Discussion and Consideration of BON Position Papers (9-10)**
  - 1) Appeal of Academic Decisions (11-12)
  - 2) Nurses Practicing at a Level Below Their Licensure (13-14)
- D. Other Committee Business**
- E. Public Comments**

**ADJOURNMENT OF PRACTICE COMMITTEE MEETING**

**EDUCATION AND LICENSURE COMMITTEE**

**8:30 A.M.**

**(OR IMMEDIATELY FOLLOWING ADJOURNMENT OF THE PRACTICE COMMITTEE MEETING)**

**CALL TO ORDER – ROLL CALL**

**OPEN SESSION:** Education and Licensure Committee –Carol Ott (Chair), Kay Coppens, Rachelle Lancaster, Gretchen Lowe

- A. **Adoption of Agenda (1-2)**
- B. **Approval of Education & Licensure Committee Minutes of December 6, 2012 (15-16)**
- C. **Discussion and Consideration of UW-Stevens Point Request for Authorization to Admit Students to BSN Completion Program (17-62)**
- D. **Discussion and Consideration of Wisconsin Lutheran College BSN Six-Month Post-Graduation Report/NCLEX Pass Rate Improvement Program (63-80)**
- E. **Discussion and Consideration of Survey Visit to Bryant and Stratton College**
- F. Items Received After Printing of the Agenda
- G. Other Committee Business
- H. Public Comments

**ADJOURNMENT OF EDUCATION & LICENSURE COMMITTEE MEETING**

**BOARD OF NURSING MEETING**

**9:00 A.M.**

**(OR IMMEDIATELY FOLLOWING ADJOURNMENT OF EDUCATION AND LICENSURE COMMITTEE MEETING)**

**CALL TO ORDER – ROLL CALL**

- A. **Adoption of Agenda (2-6)**
- B. **Approval of Board of Nursing Minutes of December 6, 2012 (81-90)**
- C. Secretary Matters
- D. **Administrative Matters – Discussion and Consideration (91-92)**
  - 1) Board Elections
  - 2) Chair Appointments
  - 3) Liaison Roles
  - 4) Staff Updates

- E. **Report of Practice Committee**
- F. **Report of Education and Licensure Committee**
- G. **Discussion and Consideration as to Board Delegation of Attendees to the NCSBN Mid-Year Meeting, March 11-13, 2013 in San Jose, CA (93-98)**
- H. **Discussion and Consideration of Legislative/Administrative Rule Matters**
  - 1) Scope Statement for N7.04 Relating to Unprofessional Conduct **(99-100)**
- I. Informational Item(s)
- J. Discussion and Consideration of Items Received After Printing of the Agenda:
  - 1) Introductions, Announcements and Recognition
  - 2) Presentations of Petition(s) for Summary Suspension
  - 3) Presentation of Proposed Stipulation(s), Final Decision(s) and Order(s)
  - 4) Presentation of Proposed Final Decision and Order(s)
  - 5) Informational Item(s)
  - 6) DLSC Matters
  - 7) Status of Statute and Administrative Rule Matters
  - 8) Education and Examination Matters
  - 9) Credentialing Matters
  - 10) Practice Questions/Issues
  - 11) Legislation/Administrative Rule Matters
  - 12) Liaison Report(s)
  - 13) Speaking Engagement(s), Travel, or Public Relation Request(s)
- K. New Business
- L. Public Comments

**CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.; to consider closing disciplinary investigation with administrative warning (s. 19.85(1)(b), Stats. and 440.205, Stats., to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.; and, to confer with legal counsel (s. 19.85(1)(g), Stats.)**

**M. Deliberation on Monitoring Matters (101-102)**

- 1) 1:00 P.M. APPEARANCE – Thomas Berthold, R.N. – Requesting Reinstatement of Full License **(103-126)**
- 2) Shauna Dettinger, R.N. – Requesting Voluntary Surrender of License **(127-148)**
- 3) Barbara Ensor, R.N. – Requesting Voluntary Surrender of License **(149-160)**
- 4) Briana Foley, R.N. – Requesting Voluntary Surrender of License **(161-166)**
- 5) Derrick Marrone, R.N. – Requesting Reinstatement of License **(167-174)**
- 6) Michael Nowak, R.N. – Requesting Reinstatement of License **(175-182)**
- 7) Angel Parkinson, L.P.N. – Requesting Reinstatement of License **(183-192)**
- 8) Shelly Rietmann, L.P.N. – Requesting Reinstatement of License **(193-208)**
- 9) Diane Stegall DuPree, R.N. – Requesting Reinstatement of License **(209-220)**
- 10) Tracey Vetrone-Elendt, L.P.N. – Requesting Termination of Treatment **(221-236)**
- 11) Andrea Warren, R.N. – Requesting Reinstatement of License **(237-242)**

**N. Application Review (243-244)**

- 1) APNP Application Review – Joy Amundson **(245-248)**
- 2) R.N. Endorsement – Erik Costea **(249-292)**
- 3) L.P.N. Examination – Nicole Dohm **(293-300)**
- 4) R.N. Endorsement – Rosemary Doty **(301-312)**
- 5) R.N. Endorsement – Miranda Fredericksen **(313-320)**
- 6) R.N. Examination – Angela Frenette **(321-330)**
- 7) R.N. Examination – James Garski **(331-344)**
- 8) R.N. Endorsement – Kristin Holm **(345-348)**
- 9) L.P.N. Examination – Nicole Penass **(349-364)**
- 10) R.N. Endorsement – Beth Richards **(365-370)**
- 11) R.N. Endorsement – Lisa Schipp **(371-376)**

**O. Deliberation on Issuance of Administrative Warnings**

- 1) 12 NUR 346 **(377-378)**
- 2) 12 NUR 398 **(379-380)**
- 3) 12 NUR 421 **(381-382)**

**P. Deliberation of Proposed Stipulations, Final Decision and Orders**

- 1) Pamela J. O'Donnell, R.N. (10 NUR 634) **(383-390)**
- 2) Kimberly A. Sheppard, L.P.N. (12 NUR 061) **(391-398)**
- 3) Cynthia M. Garcia-Dionysius, R.N. (12 NUR 212) **(399-404)**
- 4) Diane M. Marschall, R.N. (12 NUR 297) **(405-410)**
- 5) Kristine L. Kennedy, R.N. (12 NUR 422) **(411-422)**

- Q. **Division of Legal Services and Compliance**
  - 1) Case Status Report
  - 2) Case Closings
  
- R. Deliberation on Orders Fixing Costs
  
- S. Consulting with Legal Counsel
  
- T. Deliberation of Items Received After Printing of the Agenda:
  - 1) Application Issues and/or Reviews
  - 2) Professional Assistance Procedure (PAP)
  - 3) Monitoring Matters
  - 4) Administrative Warnings
  - 5) Review of Administrative Warning
  - 6) Proposed Stipulations, Final Decisions and Orders
  - 7) Proposed Final Decisions and Orders
  - 8) Orders Fixing Costs/Matters Related to Costs
  - 9) Petitions for Summary Suspension
  - 10) Petitions for Re-hearings
  - 11) Complaints
  - 12) Examination Issues
  - 13) Credential Issues
  - 14) Appearances from Requests Received or Renewed
  - 15) Motions

**RECONVENE INTO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION**

Voting on Items Considered or Deliberated on in Closed Session, If Voting is Appropriate

- U. **Discussion of Board Meeting Process (Time Allocation, Agenda Items)**
  
- V. **Discussion and Consideration of Board Strategic Planning and its Mission, Vision, and Values**
  
- W. Other Board Business

**ADJOURNMENT**

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**PRACTICE COMMITTEE**  
**BOARD OF NURSING**  
**MEETING MINUTES**  
**DECEMBER 6, 2012**

**PRESENT:** Kay Coppens, Julie Ellis, Julia Nelson, Lillian Nolan, Maria Joseph

**STAFF:** Dan Williams, Executive Director; Pamela Stach, Legal Counsel; Matthew C. Niehaus, Bureau Assistant and other Department Staff

**CALL TO ORDER**

Julie Ellis, Chair, called the meeting to order at 8:04 a.m. A quorum of five (5) members was present.

**ADOPTION OF AGENDA**

**Amendments to the Agenda**

**MOTION:** Lillian Nolan moved, seconded by Julia Nelson, to adopt the agenda as published. Motion carried unanimously.

**APPROVAL OF MINUTES OF NOVEMBER 1, 2012**

**Amendments to the Minutes**

**MOTION:** Kay Coppens moved, seconded by Lillian Nolan, to approve the minutes of November 1, 2012 as published. Motion carried unanimously.

**DISCUSSION AND REVIEW OF BON POSITION PAPERS CURRENTLY ON THE DSPS WEBSITE**

**MOTION:** Julia Nelson moved, seconded by Kay Coppens, to not upload the “Co-Signing Student Charting” position paper to the website. Motion carried unanimously.

**ADJOURNMENT**

**MOTION:** Kay Coppens moved, seconded by Julia Nelson, to adjourn the Practice Committee meeting. Motion carried unanimously.

The meeting adjourned at 8:40 a.m.

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**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:  <b>Dan Williams</b>		2) Date When Request Submitted: <b>12/18/12</b> Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before the meeting for all others</li> </ul>	
3) Name of Board, Committee, Council, Sections:  <b>Wisconsin Board of Nursing</b>			
4) Meeting Date:  <b>1/10/13</b>	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page?  <b>Discussion and Review of BON Position Papers</b>	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing?  <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:  N/A	
10) Describe the issue and action that should be addressed:  <div style="margin-left: 40px;"> <p>1) <b>I have a complaint about my nursing program or wish to appeal an academic decision. Can the Board of Nursing respond to my complaint?</b></p> <p>2) <b>Nurses Practicing at a Level Below Their Licensure</b></p> </div>			
11) Authorization			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)    Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			

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**Q. I have a complaint about my nursing program or wish to appeal an academic decision. Can the Board of Nursing respond to my complaint?**

A. The Wisconsin Board of Nursing should not be the first place to seek redress on complaints about your nursing program; instead, students with complaints about their program should first seek to resolve their complaint with the school. While the Board of Nursing has authority under [chapter 441](#) of the Wisconsin Statutes to regulate nursing programs, the regulation is limited to the confines of [chapter N1](#) of the Wisconsin administrative code. In addition, it is the Board's experience that most, if not all accredited or EAB-schools have policies and procedures to address student complaints.

In general, the Board of Nursing approves programs to provide nursing education under continuation of their program approval status based on guidelines established under [ss. N 1.04, 1.05 and 1.06, Wis. Admin](#) code. If a program fails to meet those guidelines, the Board may place the program on probation status. Student complaints about grading procedures and student/teacher conflicts may not fall under the authority of the Board.

If you have a complaint about your program or wish to appeal an academic decision, ***the Board of Nursing strongly advises that you first work within the school to resolve your issues.*** If you do not have information about your school's complaint resolution or academic appeals procedures, please seek to obtain information from the school. Information should be available from a number of sources, such as a school catalog, your academic advisor, student services, the dean of students, etc.

For institutions approved by the state's Educational Approval Board (EAB), you can contact EAB about your complaint. A list of EAB-approved schools and details pertaining to filing complaints are available from the EAB's website at <http://eab.state.wi.us>.

If you have a complaint about the professional conduct of a Nurse in your academic program, the Board may have jurisdiction based on the nature of your complaint. If the Nurse appears to have violated professional standards under [chapter N6](#) or rules of conduct under [chapter N7](#) of the Wisconsin Administrative code, the Board of Nursing requests that you file a complaint with the Department of Regulation & Licensing. On the front page of the Department's Website at <http://drl.wi.gov/>, you may find information about complaints under "How Do I... File a Complaint" and the appropriate forms under "[Complaints](#)" or "[File a Complaint](#)".

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## **NURSES PRACTICING AT A LEVEL BELOW THEIR LICENSURE**

Nurses who practice at a level below that of their licensure are expected to function according to the position description for which they are employed. For example, a licensed practical nurse (LPN) who is employed as a home health care aide or certified nursing assistant (CNA) should not exceed the scope of the duties of that position, although the nurse may have education and/or training beyond that required for the position. Similarly, a registered nurse (RN) who accepts a position as an LPN or an emergency medical technician (EMT) should limit their practice to the job description and not act beyond the scope of those duties. However, in the event that the nurse voluntarily acts beyond the scope of the position description, the nurse may be held to the highest standard of care for which they are licensed.

A nurse who practices at a level below that of their licensure may also be held accountable to a higher standard of care if they knew or should have known, based on their education, training or licensure, that the failure to act would cause harm to a patient, unless the employer has clearly prohibited the nurse from taking any action.

The Board recognizes that it may be difficult for an RN or LPN to practice at a level that is below the level of their licensure, education and training. The Board also recognizes that nurses may choose, for a variety of personal reasons, to accept a position which is below their level of licensure. If the nurse decides to practice at a level below that of their licensure, they should observe the following:

- 1) Obtain a thorough understanding of the position, including a clear description of the position and their responsibilities, preferably in writing;
- 2) Clarify the limits of the position and what protocol to follow when a situation occurs that may require the nurse to make a referral to another health care provider;
- 3) Identify the risk that the nurse may be held to a higher standard of care if they exceed the duties and responsibilities of the job description or inappropriately perform a nursing procedure.

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**EDUCATION AND LICENSURE COMMITTEE**  
**BOARD OF NURSING**  
**MEETING MINUTES**  
**DECEMBER 6, 2012**

**PRESENT:** Kay Coppens, Rachelle Lancaster, Carol Ott

**PRESENT VIA GOTOMEETING:** Gretchen Lowe

**STAFF:** Dan Williams, Executive Director; Matt Niehaus, Bureau Assistant; Ryan Zeinert, Office of Education and Examinations; other DSPS staff

**CALL TO ORDER**

Carol Ott, Chair, called the meeting to order at 8:40 a.m. A quorum of four (4) members was present.

**ADOPTION OF AGENDA**

**MOTION:** Gretchen Lowe moved, seconded by Rachelle Lancaster, to adopt agenda as published. Motion carried unanimously.

**APPROVAL OF EDUCATION & LICENSURE  
COMMITTEE MINUTES OF NOVEMBER 1, 2012**

**Amendments to the Minutes**

- Page 2 of the Minutes: Under the topic titled “**OTHER COMMITTEE BUSINESS**” **REPLACE** “Lac Courte” with:
  - “Lac Courte Oreilles Ojibwe Community College”
- Page 2 of the Minutes: Under the topic titled “**REVIEW OF QUARTER 2012 NATIONAL COUNCIL LICENSURE EXAMINATION REPORT PASS RATE DATA**” **REPLACE** “form monitoring/probation” with:
  - “for monitoring/probation”

**MOTION:** Kay Coppens moved, seconded by Rachelle Lancaster, to approve the minutes of November 1, 2012 as amended/published. Motion carried unanimously.

**DISCUSSION AND CONSIDERATION OF REQUEST FOR APPROVAL OF  
EDUCATIONAL ADMINISTRATOR AT ALVERNO COLLEGE**

**MOTION:** Rachelle Lancaster moved, seconded by Kay Coppens, to recommend

approval of the request for approval of Patricia Schroeder, RN, MSN, FAAN, as the Educational Administrator for Alverno College. Motion carried unanimously.

**DISCUSSION AND CONSIDERATION OF REQUEST FOR AUTHORITY TO PLAN A BACHELOR OF SCIENCE IN NURSING PROGRAM AT HERZING UNIVERSITY-MADISON**

**MOTION:** Rachelle Lancaster moved, seconded by Kay Coppens, to approve Herzing University - Madison's request for authority to plan a Bachelor of Science in Nursing program. Motion carried unanimously.

**DISCUSSION AND CONSIDERATION OF SURVEY VISIT TO BRYANT AND STRATTON COLLEGE**

*8:55 a.m. Appearance by Susan Bonis*

**MOTION:** Rachelle Lancaster moved, seconded by Gretchen Lowe, that Bryant and Stratton College will need to come into compliance within six months with N1.06(1)(a)2: Organization and Administration of the Program, specifically an organizational chart and written plan which describes the relationship of the nursing program to the governing institution and N1.06(1)(b)3: The educational administrator shall have authority and responsibility for the development, implementation, and evaluation of the program. Motion carried unanimously.

**ADJOURNMENT**

**MOTION:** Kay Coppens moved, seconded by Rachelle Lancaster, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 9:03 a.m.





University of Wisconsin-Stevens Point

College of Professional Studies  
School of Health Care Professions (715) 346-3766

Stevens Point, WI 54481  
Fax (715) 346-2640

November 12, 2012

Wisconsin State Board of Nursing  
Education and Examinations Office  
Department of Safety and Professional Services  
1400 E. Washington Avenue, P.O. Box 8935  
Madison, WI 53708-8935

Re: Proposal for Authorization to Admit Students

Members of the Board:

The University of Wisconsin – Stevens Point is seeking authorization from the Board of Nursing to admit its first class of nursing students for the Bachelor of Science in Nursing program. This is a BSN Completion Program for licensed registered nurses holding an associate's or diploma degree in nursing. The following evidence is provided for the Board of Nursing Education and Licensure Committee to assist in this phase of decision-making. In its letter to UW-Stevens Point referencing Approval to Plan the program (dated August 29, 2012), the Committee also requested responses to the four questions listed below. Our responses follow.

#### I. Questions

1. It is assumed that you will be the educational administrator for the new BSN completion program; please submit form #1114.

Response: Form #1114 (enclosure)

2. Assuming you will be the educational administrator, please indicate how much of your time will be dedicated to the nursing program and how much to other duties in the College of Health Sciences.

Response: In my fulltime position, I expect to dedicate half to the role of educational administrator and the other half to teaching.

3. In the proposal to plan documents, it is indicated that 60 credits could be transferred; however, later in the materials, this transfer limit is listed as 68 credits; please clarify.

Response: Indeed, Wisconsin associate degree nursing students who graduated from a National League for Nursing approved program in 1989 or later may be granted up to 60 credits, including courses in nursing, general education, support, and approved elective courses. The remaining 8 credits mentioned

later in the document (68 total) refer to other credits these students may have earned that would transfer to the UW-Stevens Point simply as elective credits.

4. Explain how the University of Wisconsin - Stevens Point determined that there was a need for another BSN Completion program located so close to others in the state.

Response: The BSN Completion Program at the UW-Stevens Point strongly supports major themes in the university's *Strategic Plan*. These major themes charge UW-Stevens Point to "advance learning, enhance living, and develop and leverage resources" through service to central Wisconsin using strategies such as partnering for economic improvement with area technical colleges and health care systems. The new Healthy Communities Initiative further supports providing associate and diploma degree RNs the opportunity to earn a bachelor's degree (UW-Stevens Point, 2012). It is an outgrowth of the UW-Stevens Point Partnership for Thriving Communities, built upon four pillars, vibrant, healthy, prosperous and sustainable, that allows the university to expand on existing academic strengths. The Healthy Communities Initiative specifically aims to develop professional programs in health care and wellness that nurture the well-being of the region's citizens.

Further, there is local demand for a program at the UW-Stevens Point. Prospective students and gestures of support from the area's health systems encouraged campus initiative in this direction. The UW-Stevens Point would become the sixth partner in the UW collaborative online BSN@Home RN-BSN program. The collaborative can absorb a sixth partner because based on available data, total enrollment in the BSN@Home has consistently grown over the past eight years. Course waitlists have been created since 2007 for all core courses offered every semester, including the summer session. Increasing the number of core course sections to three per semester was implemented in 2010; however, waitlists continue to be generated, prompting partner schools to consistently solicit additional instructors for emergent sections to meet the increasing demand.

**II. Statement of philosophy, purpose, objectives, conceptual framework and description of courses developed by faculty (enclosure)**

**III. Evidence that faculty meet standards under s. N 106 (4) (c)**

Vitae for current faculty (enclosure)

The University of Wisconsin-Stevens Point seeks faculty to teach nursing courses in its proposed Bachelor's in Nursing Degree Completion Program with the following minimum qualifications: a doctoral degree in nursing or related area is preferred; ABD or credits toward doctorate is considered; a Masters in Nursing is required; professional work experience in health care settings is required; Wisconsin RN licensure is required; teaching experience in nursing and health science and online teaching experience disciplines is preferred.

**IV. Evidence that clinical facilities have been selected according to standards under s. N 1.06 (3) (e)**

1. A Program Memorandum of Understanding has been developed and approved for use in all prospective clinical facilities for implementation of the practicum course, Concepts in Practice. (enclosure)
2. Letters from regional community health settings and health care systems have been provided the UW-Stevens Point that provide evidence of the criteria listed under (e) 1.-3. (enclosures)



University of Wisconsin-Stevens Point

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November 21, 2012

Wisconsin State Board of Nursing  
Education and Examinations Office  
Department of Safety and Professional Services  
1400 E. Washington Avenue, P.O. Box 8935  
Madison, WI 53708-8935

Re: Proposal for Authorization to Admit Students

Members of the Board:

The University of Wisconsin – Stevens Point is seeking authorization from the Board of Nursing to admit its first class of nursing students for the Bachelor of Science in Nursing program. Following submittal of evidence documents for this step in the approval process, further questions (listed below) by the board were directed to me on November 16, 2012. Our responses follow.

1. "Are all courses those used in the consortium and UW-Stevens Points does not add to or change courses?"

Response: I believe you are asking whether the UW-Stevens Point has any unique course offerings in the proposed program, and it does. These courses are the other courses in the Program of Learning list that are not otherwise identified as BSN@Home core courses by the "A". There are a total of 18 credits over six core courses, and the UW-Stevens Point program has identified another three required courses for an additional seven credits. These courses are Professional Essentials, Concepts in Nursing Practice, and Health and Aging. The remaining six credits of electives are courses that have previously been approved and are available through the online consortium.

This year, the BSN@Home Steering Committee elected to revise the core curriculum (six courses, 18 credits) of the entire statewide collaborative. The new curriculum is reflected in the Program of Learning shared in the previous document. These six courses' descriptions, student learning outcomes, and topic outlines have been approved by the Steering Committee and home campus nursing departments. The course syllabi are currently undergoing approval within each of the partner schools' curriculum committees. Meanwhile, the existing BSN@Home curriculum continues to be offered until Fall 2014 at such time the new curriculum will be implemented.

That said, the revised BSN@Home core curriculum is not entirely new. One course is being relegated to the electives category, and just two new courses are being added: Information Management and Health

Care Technology and Chronic Care Management (see Program of Learning). The remaining four courses' titles changed slightly and credit allotments were standardized to three credits per course.

The UW-Stevens Point will not be teaching any courses in the extant curriculum, but rather, offering a limited number of credits as well as the UW-Stevens Point's proprietary courses beginning in the Fall, 2013. The BSN@Home Steering Committee has requested that the UW-Stevens Point teach the Chronic Care Management Course as an elective in the online collaborative in the Fall, 2013, allowing the the opportunity to pilot this new, prospective core course. The UW-Stevens Point nursing faculty developed this course and will be its lead instructor (see # 3 below).

2. "If there are no differences in syllabi from the consortium, and these have been previously approved, why not send the whole package?"

Response: The UW-Stevens Point has elected to send to the board only the courses it is likely to teach in the Fall, 2013. Pending full approval of the UW-Stevens Point curriculum committee, nursing faculty will teach no more than the following courses in the Fall, 2013 in a campus-based format: Professional Essentials, Foundations of Professional Nursing Practice and Leadership and Management. The syllabi are attached.

Pending syllabus approval from the five partner schools, the UW-Stevens Point will teach Chronic Care Management in the Fall, 2013 in the BSN@Home online collaborative per request of the BSN@Home Steering Committee.

Again, the Foundations of Professional Nursing Practice (currently called Theoretical Foundations - 4 credits) and Leadership and Management (currently called Management and Leadership in Nursing - 4 credits) courses are among those that are minimally changed in the revised curriculum. The UW-Stevens Point will send further course syllabi to the Board in a timely manner for approval for its Spring 2014 teaching schedule.

3. "How has UW-Stevens Points added uniqueness to this program?"

Response: The uniqueness to the UW-Stevens Point program is demonstrated through two avenues. First, in the online collaborative, the UW-Stevens Point was responsible for identifying and developing the new core course, Chronic Care Management. Second, the UW-Stevens Point RN-BSN program will require its students to take seven upper level nursing credits within the nursing major in addition to 15 credits of required BSN Support Courses, and the unique array of general education requirements that round out the liberal education program (see Program of Learning).

4. "When will students be admitted and what choices will they have when they first register?"

Response: Prospective students will be admitted pending the Authorization to Admit Students approval from the Board. Pending approval from the UW-Stevens Point campus curriculum committee, no more than the following campus-based, face-to-face nursing courses will be open for registration: Professional

Essentials, Foundations of Professional Nursing Practice, and Leadership and Management. The course, Chronic Care Management, will be available as an elective through the online BSN@Home collaborative pending approval of all campus curriculum committees.

The BSN@Home Steering Committee is currently working on the implementation plan for the revised curriculum for students in progress at the identified date of implementation, Fall 2014.

Please let me know if you have any further questions, and I will be happy to address them.

Sincerely,

*Carole Paulson*

Carole Paulson, EdD, MSN, RN  
Assistant Professor

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**University of Wisconsin – Stevens Point**  
**BSN Completion Program**  
**Philosophy, Purpose, Conceptual Framework/Objectives**

**Philosophy**

The baccalaureate curriculum at UWSP is based in a strong liberal arts foundation that promotes a humanistic and interdisciplinary approach to nursing practice. The focus of care is on individuals, families, groups and communities within dynamic environments.

Students learn through a process of constructing knowledge based on experience and education resulting in a progressively integrated level of nursing care. The faculty support a learning environment that encourages clear oral and written communication; promotes ethical and professional behavior; requires application of skills of critical inquiry to issues and problem-solving; and recognizes the value of community and context in learning.

The discipline of nursing forms a necessary foundation for the delivery of health care, regardless of the type of health system or populations served. The nature of nursing is to promote wellness, determine health alterations, and provide safe, effective care to those with disease, illness, or injury. The program's conceptual framework reflects the philosophy and represents graphically the interplay of its components: person, nursing, health, and environment.

**Purpose/Mission**

The mission of the School is to improve the health status of humans through baccalaureate level nursing education that emphasizes foundational knowledge, skills and values within an interdisciplinary and service-oriented mindset.

**Conceptual Framework**

The program's conceptual framework is defined by four concepts central to the curriculum: person, nursing, health, and environment. Person represents the learner who accumulates knowledge and applies that knowledge through critical thinking, reasoning and a lens of caring toward interactions with clients.

Nursing is the integration of sensibility of service to community and mankind, demonstrating practice as a culmination of formal education and experiences. Nursing requires the ability to recognize multiple roles in the provision of excellent care and to work independently and within interdisciplinary teams to maintain and improve quality of care. The concept of connectedness symbolizes nursing's function within health systems.

Environment is the impacts of internal and external influences that result in how people experience and live their lives. Environment consists of physical, psychological social,

spiritual, and cultural factors. Nursing, as an environmental factor, influences the health of individuals, families, and populations. Health is a state of being within intrinsic and extrinsic environs and is optimized through conscientious self-care and competent use of resources for that purpose.

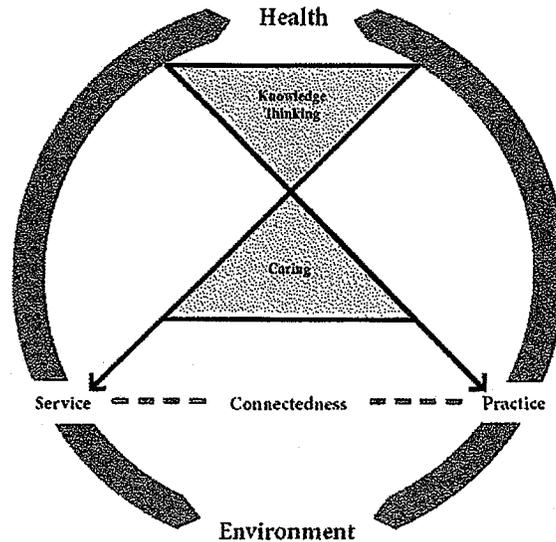


Figure 1: Conceptual Framework

### Objectives

The program objectives are as follows.

1. Synthesize concepts from a liberal arts education and the science of nursing to the provision of optimal care.
2. Develop professional values within a legal and ethical framework of nursing practice.
3. Apply standards of written and verbal communications to interactions with recipients of care and to communication requirements inherent in academic and professional settings.
4. Adapt concepts of nursing practice to community health care settings and population health.
5. Apply the principles of research and quality improvement to the safe, effective, and efficient provision of care.
6. Integrate theoretical perspectives of leadership and management to patient care across the continuum of care.
7. Utilize and continually develop technology skills toward provision of care and promotion of healthy lifestyles, to improve practice, and to support communication.

## Program of Learning

The BSN completion program will meet the 120 credit minimum and consists of 18 required core nursing credits, of which partner schools contribute in-kind teaching responsibilities statewide. Each participating institution has the freedom to determine the remaining 12 credits of approximately 30 upper level nursing credits. The remaining credits of general degree and support course requirements are reflective of institutional requirements and similar requirements in the major found in other UW programs of nursing. Please refer to the following link for detail such as course descriptions and prerequisites. These two links must be created.

### ***BSN Support Courses:***

English 202	3 credits
Chemistry 101 or 105	5 credits
Chemistry 203 (Survey of Biochemistry)	3 credits
Math 355 (Elementary Statistical Methods)	4 credits

### ***General education courses required for graduation:***

*Humanities	3 credits
*Arts	3 credits
*History	3 credits
*Environmental Responsibility	3 credits
Wellness	1 credit
**Global Awareness	3 credits

\*6 credits must be at 300/400 level.

\*\*May be satisfied in conjunction with other required credits.

### ***Nursing Major Courses:***

^ Foundations of Professional Nursing Practice	3 credits
^ Research & Evidence-Based Practice	3 credits
^ Leadership and Management	3 credits
^ Information Management and Health Care Technology	3 credits
^ Community Health Nursing	3 credits
^ Chronic Care Management	3 credits
Professional Essentials	1 credit
Concepts in Nursing Practice (capstone)	3 credits
Health and Aging	3 credits
Selected Topics in Nursing	6 credits
^ Online BSN@Home core curriculum	

## Course Descriptions/Prerequisites for Nursing Major Courses

### **Professional Essentials (1 credit)**

Course description: Orientation to nursing major including skill building in writing, navigating the online environment, and components of professional nursing practice.

**Foundations of Professional Nursing Practice (3 credits)**

Course description: Philosophical perspectives, theories, and standards are applied to the practice of professional nursing. Factors influencing nursing/health care delivery are analyzed. Professional communication skills are enhanced.

**Research and Evidence-Based Practice (3 credits)**

Course Description: Introduces importance of research to improve clinical practice, strategies to evaluate the quality of research and evidence, and increase integration of research into practice.

**Leadership and Management (3 credits)**

Course Description: Examines nursing leadership and management using relevant theories and concepts. Analyze decision-making in relation to communication, delegation, supervision and group process.

**Information Management and Healthcare Technology (3 credits)**

Course Description: Healthcare technology management combines computer and information/decision science to support quality and safety in health care.

**Community/Public Health (3 credits)**

Course Description: Nursing care of populations and communities to facilitate optimal health outcomes.

**Chronic Care Management (3 credits)**

Course Description: Exploration of interaction of biological, psychological, social, and environmental factors important to understanding management of chronic conditions at the individual, family, community, and societal levels.

**Health and Aging (3 credits)**

Course Description: Health is explored through the lifespan with regard to lifestyle factors that cause disease and disability, age-related physical changes, theories of aging and interventions that promote optimal aging.

**Concepts in Nursing Practice (capstone) (3 credits)**

Course Description: Experiential learning in community settings applying theory, research, critical thinking and reasoning using tools of reflection, writing, and discussion.

**Selected Topics in Nursing (6 credits)**

Course Description: Major topics in nursing. Subtitle will identify the area. Availability varies.



University of Wisconsin-Stevens Point

College of Professional Studies  
School of Health Care Professions (715) 346-3766

Stevens Point, WI 54481  
Fax (715) 346-2640

**PROGRAM MEMORANDUM BETWEEN  
[FACILITY]  
AND  
THE UNIVERSITY OF WISCONSIN-STEVENS POINT  
BACHELOR OF SCIENCE-NURSING PROGRAM**

**I. Purpose of Agreement**

The University of Wisconsin-Stevens Point Bachelor of Science-Nursing program places students enrolled in the professional degree program at the Facility to: 1) provide clinical education, experience and related instruction in the nursing science discipline; 2) improve the overall educational program by providing learning experiences that will enable the student to progress to advanced levels of clinical performance; 3) increase contacts between academic facilities and clinical faculties for fullest exchange of expertise and use of state-of-the-art teaching facilities; and 4) establish and maintain a cooperative clinical education setting.

**II. General Information**

- A. The course of instruction (clinical experience) shall cover a period of time as arranged between the University and the Facility. The beginning dates and length of experience shall be mutually agreed upon by the University and the Facility.
- B. The number of students eligible to participate in the clinical education program shall be mutually determined by agreement of the parties and may be altered by mutual agreement.
- C. The clinical education of the student shall complement the service and educational activities of the Facility; however, it is understood that students shall not be used in lieu of professional or staff personnel and shall be under the supervision of a registered nurse with a bachelor's of science in nursing credential.  
The learning objectives of the clinical education program shall be made clear to all persons involved and shall be consistent with the Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 2008). Learning and performance objectives will be developed jointly between the University and Facility.
- D. The University and Facility shall have the right to visitation of these institutions when it is so desired. The Facility Clinical Coordinator and Clinical Instructors shall be appointed Honorary Associate of the School of Health Care Professions at the University. Individuals appointed as Honorary Associate shall not be deemed or construed to be employees or agents of the University for any purpose.
- E. Each student is expected to comply with all policies and regulations of the Facility.
- F. The Facility or University may dismiss or require a student to withdraw from the clinical experience at the Facility if that student's performance record or conduct does not justify continuance in clinical education in the Facility. Established University policy will be followed in this regard.

- G. A meeting between representatives of the University and the Facility shall occur once each year to evaluate the educational program and review this agreement. Additional meetings and/or communications shall occur between the University and the Facility as is desirable and mutually agreed upon.
- H. The University and Facility agree that the student must adhere to the Facility's established policies and procedures.
- I. The program faculty shall communicate with the clinical faculty on a regular basis to assess the student's progress. The Clinical Coordinator and Clinical Instructors may contact the program at any time regarding student progress, and must report to the program, at the earliest possible time, the name of any student whose performance is unsatisfactory.
- J. It is agreed by both parties that there shall be no discrimination on the basis of race, religion, creed, sex, or national origin.
- K. The granting of academic credit by the University for the clinical practicum courses shall not be contingent upon the student passing any certification exam.

### **III. Responsibilities of the University**

- A. The University will provide an administrative framework and a teaching faculty adequate in number, qualifications, and competence to develop and carry forward its courses in nursing science.
- B. The University shall send to the Facility, before the beginning date of the clinical education program, evidence of personal health insurance and liability insurance coverage for each student enrolled in the program.
- C. The University shall provide to the Facility, prior to the arrival of a student: name, telephone number, and required immunization information.
- D. The University shall make available to the Facility program representative:
  1. A description of the academic and course prerequisites for participation in the program experience.
  2. Descriptions and objectives which students are to accomplish during the program experience.
  3. Responsibilities of the faculty; number of students, and instructors.
  4. Designation of a liaison on behalf of the University.
- E. Upon request by the Facility, the University will remove a student from the program for violation of hospital policies and procedures, program agreements, or dereliction of duty. Facility will attempt to inform the University of issues with a student before they become severe enough that the student must be removed. The University agrees to remove or take other appropriate action with a student upon agreement between the Facility and the University.
- F. The University shall require that each student receive specific training in the right to privacy of the patient and the strict confidentiality of clinical procedures and quality assurance functions of a hospital or health care facility. In addition, the student will have been instructed on safe work practices in a health care setting. Students will be enrolled and pay full tuition and fees for the clinical practicum courses.
- G. The University will provide the Facility with a post-experience evaluation from both faculty and students.

**IV. Responsibilities of the Facility**

- A. The Facility shall provide a supervised clinical education program as agreed upon by both parties.
- B. The Facility shall designate a Clinical Coordinator to participate as the agent of the Facility in planning the student program at the Facility. The Clinical Coordinator must have sufficient experience and appropriate professional credentials. The primary responsibilities are to provide overall supervision of students in the Facility, to verify student participation and performance, and to provide information about the Facility. To assure continuity in curriculum and instruction, the Facility agrees to notify the University if there is a personnel change in the Clinical Coordinator.
- C. The Facility agrees to make available first aid for illnesses or accidents occurring on the premises during assigned educational experiences. Medical and dental costs incurred for these services are the responsibility of the student.
- D. The Facility shall permit the student to have access to records of patients and/or use of library materials necessary for completion of clinical assignments.
- E. The Facility shall maintain records and reports on each student's performance as required by the University and provide the University faculty the clinical performance reports on a mutually agreeable schedule consistent with the requirements of the program.

**V. Wisconsin Caregiver Law**

- A. The parties recognize the legal obligations assumed by the Facility as the regulated entity under the Wisconsin Caregiver Law, sections 48.685 and 50.065 of the Wisconsin Statutes. While assuming no legal obligation itself, the University agrees to conduct criminal background checks for those students who will participate in a clinical education program with the Facility.
- B. The University agrees to provide the Facility with completed copies of the Department of Health and Family Services Background Information Disclosure (BID) form for each student applying for a clinical or field placement with the Facility. The Facility agrees to accept for placement in its clinical education program student applicants for up to 60 calendar days, pending the results of the criminal background check. The University agrees to provide to the Facility the results of the background check from the Wisconsin Department of Justice (DOJ) within a reasonable time after it obtains such results from DOJ.

**VI. Compliance with Law**

- A. Each of the parties shall comply with all laws, rules, and regulations adopted by the federal, state and local governmental authorities pertaining in any way to the performance of this Agreement. The University specifically agrees that it will comply with all aspects of the Occupational Safety and Health Administration regulations and standards, including but not limited to rules pertaining to bloodborne pathogens, and will fully cooperate with Hospital in enforcing such standards and regulations for all services performed on Hospital premises.

**FACILITY**

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Title  
**UNIVERSITY**

\_\_\_\_\_  
Signature Date

Marty Loy, Dean  
College of Professional Studies

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature Date

Susan Raab, Head  
School of Health Care Professions

\_\_\_\_\_  
Signature Date  
Carole Paulson, Nursing Program Director  
School of Health Care Professions

# Wisconsin Department of Regulation & Licensing

Mail To: P.O. Box 8935  
Madison, WI 53708-8935

1400 E. Washington Avenue  
Madison, WI 53703

FAX #: (608) 261-7083  
Phone #: (608) 266-2112

E-Mail: web@drl.state.wi.us  
Website: http://drl.wi.gov

## BUREAU OF HEALTH SERVICE PROFESSIONS

### FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

Completion of this form is required by all schools in order to maintain approval of the board. For educational administrators, please return this form to the Department upon appointment. For faculty, keep this form on file in the school of nursing office and available to the Board upon request. The information collected on this form will be used to determine compliance with standards in sec. N 1.06, Wis. Adm. Code.

Applicant's Name (Last, First, Middle) Wisconsin RN Licensure  Yes  No

Paulson, Carole, JK

Position:

Date Appointment Effective:

Educational Administrator

2006 \_\_\_\_\_

Faculty

Employment Status:

Full-time

Part-time

School of Nursing Employed By:

Subjects Hired to Teach:

University of Wisconsin –Stevens Point

Issues in Aging, Human Pathophysiology, Capstone, Leadership & Management, Chronic care, Medical Terminology, Communication in Health Care

Educational Preparation (Include Nursing School, College, University & Special Studies)

Name of Institution	Location	Period Attended	Date Graduated	Diploma	Major	Minor
				Degree, or # Credits		

University of Phoenix based in Phoenix,AZ 2005-2008 Jan. 2009 Doctor of Education, Curriculum & Instruction

University of WI-Oshkosh Oshkosh, WI 1988-90 Dec. 1990 Master of Science in Nursing

St. Olaf College Northfield, MN 1972-1976 May, 1976 Education  
Bachelor of Science-Nursing

#1114 (Rev. 5/08)  
Ch. 41, Wis. Stats.  
N 1.06(4)(g), Wis. Adm. Code

-OVER-

Committed to Equal Opportunity in Employment and Licensing

Wisconsin Department of Regulation & Licensing

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Nursing Practice Experience (Please List Most Recent First)

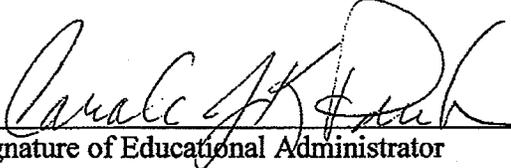
From Mo/Yr	To Mo/Yr	Part or Full-time	Employer	Location City State	Position Title
-Clinical Nurse Specialist, Saint Michael's Hospital (SMH), February 1998 - December 2003					
- Home Health Nurse, Interim Health Services, Wausau, and Ministry Home Health, 1996-1997					
- Perinatal Nurse Educator, Portage County Human Services, Stevens Point, 1987					
- Staff nurse, Neonatal Intensive Care-Level III (NICU-III), December 1981-July 1982, St. Joseph's Hospital, Marshfield, WI					
- Staff nurse, NICU-III, July 1980-June 1981, Sioux Valley Hosp, Sioux Falls, SD					
- Staff nurse, NICU-III, July 1978-June 1980, Hennepin County Medical Center, Minneapolis, MN					
- Staff nurse, pediatrics, April 1977-July 1978, St. Mary's Hosp., Duluth, MN					

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Nursing Education Experience (Please List Most Recent First)

From Mo/Yr	To Mo/Yr	Part or Full-time	Employer	Location City State	Position Title
-2008-present: Assistant professor, tenure track, School of Health Care Professions, College of Professional Studies, UW-Stevens Point					
-2005-2008: Academic staff, UW-Stevens Point					
-Spring, 2011-present: Adjunct Professor, College of Nursing, UW-Oshkosh,					
-Assistant Dean-Nursing, Northcentral Technical College (NTC), Wausau, WI, 2004- 2005					
-Faculty, Associate Degree Nursing, MSTC, Wisconsin Rapids, WI, January 1992 - June 1997					
-Adjunct faculty, Associate Degree Nursing, NTC, Wausau, WI, 2004-2005					
-Adjunct faculty, Science Department, Midstate Technical College (MSTC), Wisconsin Rapids, WI:					

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Signature of Educational Administrator



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WAUSAU HOSPITAL**  
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P 715.847.2121 ~ 800.283.2881 ~ aspirus.org

Aspirus Wausau Hospital is a MAGNEF Hospital.

October 25, 2012

Wisconsin State Board of Nursing  
Education and Examinations Office  
Department of Safety and Professional Services  
1400 E. Washington Avenue, P.O. Box 8935  
Madison, WI 53708-8935

Dear Members of the Board:

As the University of Wisconsin-Stevens Point seeks full approval for their BSN Completion Program, this letter is in reference to the "Authorization to Admit Students" requirement as it relates to planning nursing programs and the admission process. As the President/COO at Aspirus Wausau Hospital, I would like to assure you of our full support of the university's intent to offer a bachelor's in nursing degree completion program. Our hospital and its affiliates have agreed to serve as clinical facilities for these registered nurses who are returning to school to advance their educations.

Part of our mission is to assist in the clinical education of any number of health care professional students. We feel confident that the experiences students will have in our various clinics and departments will help them to achieve the program outcomes provided us by the educational administrator at the University of Wisconsin-Stevens Point. Our goal has been, and will continue to be the provision of quality clinical education for nursing and other health professional students.

Additionally, our legal scope of practice differentiates between that of the registered nurse and the licensed practical nurse. This differentiation is in compliance with the Wisconsin State Code for licensing and practices of the registered nurse and licensed practical nurse.

Sincerely,

Diane Postler-Slattery, Ph.D  
President/COO Aspirus Wausau Hospital  
SVP of Quality & Post Acute Care

ple



## MINISTRY HEALTH CARE

Wisconsin State Board of Nursing  
Education and Examinations Office  
Department of Safety and Professional Services  
1400 E. Washington Avenue, P.O. Box 8935  
Madison, WI 53708-8935

October 29, 2012

Dear Members of the Board,

The University of Wisconsin –Stevens Point seeks full approval for their BSN Completion Program. I write in support of this initiative and Ministry Health Care's commitment to providing clinical facilities for student learning. I spoke with each of our Vice Presidents of Patient Care and received unanimous support for a Ministry commitment to this initiative.

Ministry Health Care serves over 1 million people and operates 15 hospitals, 47 clinics, a health plan and home care and hospice services. Ministry ranks in the top 20% of integrated health systems in the country. We feel confident that the experiences students have in our various clinics and departments help them achieve program outcomes provided by the educational administrator at the University of Wisconsin-Stevens Point. Our goal has been, and will continue to be, the provision of quality clinical education for nursing and other health professional students.

Additionally, our legal scope of practice differentiates between that of the registered nurse and the licensed practical nurse. This differentiation is in compliance with the Wisconsin State Code for licensing and practices of the registered nurse and licensed practical nurse.

Sincerely,

Margie LaBarge, RN, MSN  
Vice-President, Education & Development  
Ministry Health Care



MARSHFIELD CLINIC

500 North Oak Avenue  
Marshfield, WI 54449-5777  
715-387-5760  
Fax 715-387-5150  
Fax 715-387-1164

DIVISION OF EDUCATION  
G. Joseph Kilsdonk, AuD  
Director

October 24, 2012

Wisconsin State Board of Nursing  
Education and Examinations Office  
Department of Safety and Professional Services  
1400 E. Washington Avenue, P.O. Box 8935  
Madison, WI 53708-8935

Dear Members of the Board:

As the University of Wisconsin-Stevens Point seeks full approval for their BSN Completion Program, this letter is in reference to the "Authorization to Admit Students" requirement as it relates to planning nursing programs and the admission process. As the Administrator of the education mission at Marshfield Clinic, I would like to affirm our support of the university's intent to offer a bachelor's in nursing degree completion program. Our health system has agreed in principle to serve as clinical training sites for these registered nurses who are returning to school to advance their educations.

Our mission is to provide high quality accessible patient care, research, and education. Core to our mission is to assist in the clinical education of any number of health care professional students. We feel confident that the experiences students will have in our various clinics and departments will help them to achieve the program outcomes provided us by the educational administrator at the University of Wisconsin-Stevens Point. Our goal has been, and will continue to be the provision of quality clinical education for nursing and other health professional students.

Additionally, our scope of practice based on job description, differentiates between that of the registered nurse and the licensed practical nurse.

Sincerely,

G. Joseph Kilsdonk, Au.D.

GJK/ibm

[www.marshfieldclinic.org](http://www.marshfieldclinic.org)



# Wood County

## WISCONSIN

HEALTH  
DEPARTMENT

*Susan E. Kunferman*  
DIRECTOR

October 23, 2012

Wisconsin State Board of Nursing  
Education and Examinations Office  
Department of Safety and Professional Services  
1400 E Washington Avenue, P.O. Box 8935  
Madison, WI 53708-8935

Dear Members of the Board:

As the University of Wisconsin-Stevens Point seeks full approval for their BSN Completion Program, this letter is in reference to the "Authorization to Admit Students" requirement as it relates to planning nursing programs and the admission process. As the Director of the Wood County Health Department, I would like to assure you of our full support of the university's intent to offer a bachelor's in nursing degree completion program.

Wood County Health Department is committed to growing our public health workforce and engaging students of health programs is a high priority for us. Our agency has agreed to serve as a clinical facility for these registered nurses who are returning to school to advance their educations. We feel confident that the experiences students will have in our agency will help them to achieve the program outcomes provided us by the educational administrator at the University of Wisconsin-Stevens Point. Our goal has been, and will continue to be the provision of quality clinical education for nursing and other health professional students.

Additionally, our legal scope of practice differentiates between that of the registered nurse and the licensed practical nurse. This differentiation is in compliance with the Wisconsin State Code for licensing and practices of the registered nurse and licensed practical nurse.

Sincerely,

Sue Kunferman, RN, MSN  
Director/Health Officer

**Health Department**  
1000 Lake View Drive, Suite 100  
Wausau, WI 54403-6797



Tel/TDD: 715-261-1900  
Fax: 715-261-1901  
[www.co.marathon.wi.us](http://www.co.marathon.wi.us)

October 26, 2012

Wisconsin State Board of Nursing  
Education and Examinations Office  
Department of Safety and Professional Services  
1400 E. Washington Avenue, P.O. Box 8935  
Madison, WI 53708-8935

Dear Members of the Board:

As the University of Wisconsin-Stevens Point seeks full approval for their BSN Completion Program, this letter is in reference to the "Authorization to Admit Students" requirement as it relates to planning nursing programs and the admission process. As the Health Officer at Marathon County Health Department, I would like to assure you of our full support of the university's intent to offer a bachelor's in nursing degree completion program. Our agency has agreed to serve as clinical site for these registered nurses who are returning to school to advance their educations.

Part of our mission is to assist in the clinical education of public health and health care professional students. We feel confident that the experiences students will have in our various public health service programs will help them to achieve the program outcomes provided us by the educational administrator at the University of Wisconsin-Stevens Point. Our goal has been, and will continue to be the provision of quality clinical education for nursing and other health professional students.

Additionally, our legal scope of practice differentiates between that of the registered nurse and the licensed practical nurse, having the requirement of registered nurse as entry into practice for a public health nurse. This differentiation is in compliance with the Wisconsin State Code for licensing and practices of the registered nurse and licensed practical nurse.

Sincerely,

A handwritten signature in black ink, appearing to read "Joan Theurer".

Joan Theurer, RN, MSN  
Health Officer

# **PCHHS**

**Portage County Health & Human Services**

RAYMOND F. PRZYBELSKI, DIRECTOR  
(715) 345-5350 Or Toll Free (866) 920-2525  
FAX (715) 345-5966  
E-MAIL: pchhsd@co.portage.wi.us

RUTH GILFRY CENTER  
817 WHITING AVENUE  
STEVENS POINT, WI 54481-5246

Wisconsin State Board of Nursing  
Education and Examinations Office  
Department of Safety and Professional Services  
1400 E. Washington Avenue, P.O. Box 8935  
Madison, WI 53708-8935

October 19, 2012

Dear Members of the Board:

As the University of Wisconsin-Stevens Point seeks full approval for their BSN Completion Program, this letter is in reference to the "Authorization to Admit Students" requirement as it relates to planning nursing programs and the admission process. As the Director at the Portage County Health and Human Services Department, I would like to assure you of our full support of the university's intent to offer a bachelor's in nursing degree completion program. Our department and its divisions have agreed to serve as clinical facilities for these registered nurses who are returning to school to advance their educations.

Part of our mission is to assist in the clinical education of any number of health care professional students. We feel confident that the experiences students will have in our various clinics will help them to achieve the program outcomes provided us by the educational administrator at the University of Wisconsin-Stevens Point. Our goal has been, and will continue to be the provision of quality clinical education for nursing and other health professional students.

Additionally, our legal scope of practice differentiates between that of the registered nurse and the licensed practical nurse. This differentiation is in compliance with the Wisconsin State Code for licensing and practices of the registered nurse and licensed practical nurse.

Sincerely,



Raymond F Przybelski, Director  
Portage County Health and Human Services Department

**Course Title: Nursing 300 Professional Essentials (1 cr)**

**Course Description**

Orientation to nursing major including skill building in writing, navigating the online environment, and components of professional nursing practice.

**Student Learning Outcomes**

1. Explain components of professional nursing practice.
2. Demonstrate professional communication skills in an online environment.
3. Demonstrate mastery of online nursing education technology
4. Utilize principles of evidence based practice

**Baccalaureate Essentials: I, VI, VIII**

**Course Materials**

American Psychological Association. (2010). *Concise rules of APA style* (6th ed.). Washington, DC: American Psychological Association.

**Course Organization**

**Topical Outline:**

- Components of professional nursing practice
- Introduction to online nursing education
- Introduction to library resources
- Introduction to technology and professional communication
- Introduction to scholarly writing
- Introduction to presentation software

**Assignment detail**

<b>Date</b>	<b>Topics</b>	<b>Learning Activities</b>
<b>WEEK 1</b>	Professional nursing practice Course Orientation	Orientation to UWSP BSN Completion program Group work Discussion
<b>WEEK 2</b>	Online nursing education technology	Online D2L and APA tutorials Discussion

<b>WEEK 3</b>	Library resources	Library tutorial and literature search Discussion
<b>WEEK 4</b>	Professional communication Teamwork	Email assignment Outlook assignment Live chat SKYPE Discussion
<b>WEEK 5</b>	Scholarly writing	Written Assignment Discussion
<b>WEEK 6</b>	Presentation software	PowerPoint/Prezi tutorials Discussion
<b>WEEK 7</b>	Technology presentation	Student presentations and critique
<b>WEEK 8</b>	Scholarly paper presentation	Student presentations and critique

### Grade

Course grade will be based on the following required assignments which will be dispersed throughout the course.

Assignment	Percentage
Orientation/activities	10%
Paper	25%
Presentation	15%
Weekly discussion/activities	50%
Total	100%

### Course Policies

- Refer to home campus academic policies (e.g., incompletes, academic misconduct). General policies are listed below.

#### Statement of Student Time Commitment

For each course credit, students are expected to spend a minimum 3 hours/week on coursework. Therefore, for a one-credit course, at least 3 hours/week is expected. This is a general guideline which may vary depending on the assignments &/or quizzes.

#### Class Participation

Many assignments in this course require that you read each other's work to post a peer reply. Do not read the work of other student's prior to posting your original or first post on any assignment. The reason for this is to encourage original thought, creativity, and avoid what is

known as "group think." In group think students seem to follow along with the first posts and reply similarly; this puts an undue responsibility on the person who had the courage to post first, and it may actually reduce the quality of your post if you structure yours like others already there. It is required that you view other students' postings in order to post your peer replies. The instructor reserves the right to grade students differently based on their participation in discussions and their failure to post their work prior to viewing the work of peers.

### **Late Assignment Submission**

Late submission of assignments is discouraged. The instructor reserves the right to take partial or full points off for late assignments. If you are going to be away, it is suggested you get the assignments done and posted ahead of time to avoid losing points for late submissions.

### **APA Style**

Complete APA format is required for all formal papers submitted through the dropbox. APA format specifies format for title page, running head with pagination, abstract, levels of headings, in-text citations, and reference list. Discussions do not require APA format unless you are using information from a reference source (your textbook, other books, journal articles, etc.), in which case you must properly use APA format for in-text citations and references. All documents must be submitted in Word (.doc or .docx) or Rich Text Format (.rtf).

### **Academic Integrity Policy**

Students who engage in academic misconduct are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. Academic misconduct includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such act.

U of Wisconsin System Code (UWS Ch. 14-14.03 (2) provides specific examples of academic misconduct and reads in part: "Examples of academic misconduct include, but are not limited to: cheating on an exam; collaborating with others in work presented, contrary to the stated rules of the course; submitting a paper or assignment as one's work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the source of those ideas ... knowingly and intentionally assisting another student in any of the above ..." The code is available at [http://docs.legis.wisconsin.gov/code/admin\\_code/uws/14.pdf](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf).

U of Wisconsin campuses have specific procedures to investigate and deal with academic misconduct.

### **Plagiarism**

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**Course Title: Nursing 407 Foundations of Professional Nursing Practice (3 cr)**

**Course Description**

Philosophical perspectives, theories, and standards are applied to the practice of professional nursing. Factors influencing nursing/health care delivery are analyzed. Professional communication skills are enhanced. This is a writing emphasis course.

**Student Learning Outcomes\***

1. Demonstrate understanding of professional nursing practice including membership on an interprofessional team
2. Integrate concepts and theories from liberal education and the science of nursing into nursing practice
3. Examine the importance of historical, sociocultural, political, and economic influences in nursing practice and health care
4. Apply ethical reasoning and professional values in nursing practice and healthcare
5. Demonstrate critical thinking and professional communication skills.

**Course Materials**

Blais, K.K. & Hayes, J.S. (2011). *Professional nursing practice: Concepts and perspectives* (6<sup>th</sup> ed). Upper Saddle River, N.J.: Pearson

American Nurses Association (ANA). (2004). *Code of Ethics and Interpretive Statements*. Washington, DC: ANA.

**Recommended:**

George, J. (2011). *Nursing theories: The base for professional nursing practice* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

**Book chapter:**

Finkelman, A., Kenner, C. (2010). *Professional nursing concepts: Competencies for quality leadership*. Sudbury, AM: Jones & Bartlett Publishers. Chapter 10 Work in Interdisciplinary Teams, p 333-367

**Course Organization (units by topic and number of weeks per unit)**

Weeks 1 – 3

Unit 1 – Nursing as a Profession and Nurse as Member of an Interprofessional Team (Outcome 1)

- ✓ Professional Status assignment

- ✓ Reflect on socialization and historical foundations
- ✓ Novice to Expert assignment
- ✓ Interdisciplinary Team assignment

#### Weeks 4 – 6

#### Unit 2 – Nursing Philosophy and Theory (Outcomes 1, 2, 5)

- ✓ Interdisciplinary theory case study (use culturally rich case study)
- ✓ Essential philosophical questions assignment
- ✓ Personal Philosophy
- ✓ Model case study (Laura use culturally rich case study)
- ✓ Ideal Nursing Practice assignment

#### Week 7

#### Midterm

#### Weeks 8 – 10

#### Unit 3 – Nursing Ethics (Outcomes 4 and 5)

- ✓ Reflect on Ethics and Political Advocacy
- ✓ Ethics committee group assignment
- ✓ Code of ethics assignment

#### Weeks 11 -13

#### Unit 4 – Critical Thinking Sociocultural and Professional Communication (Outcomes 3 & 5)

- ✓ Thinking log assignment
- ✓ Reflect on Communication and Healthcare Economics
- ✓ Critical Thinking High/Low Diverse culture
- ✓ Cultural Interview

#### Weeks 14

#### Final (not cumulative)

#### Assignment detail

Unit	Activity Type	Name of activity	Points	Activity Detail	Read	
1	Discussion 1	Professional Status	5	Evaluate the status of nursing as a profession using established characteristics of professions and examples from your own practice.	Blais Chapters 1 & 2	
	Discussion 2	Reflect on...	5	Reflect on socialization and historical foundations.	Blais chapters 2	

				Respond to a total of two "Reflect On" issues from Chapters 2 and 3 of the Blais text.	& 3	
	Group Activity	Novice to Expert	5	Identify levels of proficiency and domains of activity in various simulation exemplars based on Benner's Novice to Expert Continuum	Blais chapter 6	
	Discussion 3	Interdisciplinary team	10	Students will interview a member of another health profession to examine their scope of practice to understand how they function in an interdisciplinary team. This is a writing intensive activity.	Finkelman & Kenner chapter 10	
2	Discussion 1	Interdisciplinary Case Study	5	Students will apply selected interdisciplinary theories and the nursing process to a culturally rich case study	On-line lecture	
	Discussion 2	Essential Philosophical Questions	5	Relate established philosophies to nursing practice examples.	PowerPoint slides	
	Group Work	Personal Philosophy	10	Write a short paper stating your personal philosophy of nursing, including your views of humans, the environment, health, and nursing. This is a writing emphasis assignment.	PowerPoint slides	
	Discussion 3	Model Case Study	5	Describe major concepts of a selected nursing model and apply the model and the nursing process to a culturally rich case study	Blais chapter 6	
	Discussion 4	Ideal Nursing Practice	5	Describe major concepts of a selected nursing model and describe and ideal nursing practice setting based on the model.	Blais chapter 6	
Midterm Exam - will cover criteria of professions, interdisciplinary teams, professional socialization, historical foundations, philosophy, Benner, interdisciplinary theory, nursing models						
3	Discussion 1	Reflect on...	5	Reflect on Ethical Foundations, Legal	Blais chapters 4,	

				Foundations and Political Advocacy. Respond to a total of two "Reflect On" issues from Chapters 4, 5 and 11 of the Blais text.	5, & 11	
	Group Work	Ethics Committee	5	Analyze an ethical dilemma presented in your group's case study and come to a consensus on a decision that is based on ethical and moral theories and principles	Blais chapter 4	
	Discussion 2	Code of Ethics	5	Reflect on selected provisions of the Code of Ethics and answer questions in a short paragraph.	ANA Code of Ethics	
4	Individual Assignment	Thinking Log	10	Apply critical thinking theories to the analysis of a decision you regret made recently in your professional nursing practice. This is a writing intensive assignment.	Blais chapter 8 Online lecture	
	Discussion 1	Reflect on...	5	Reflect on Communication and Healthcare Economics. Respond to a total of two "Reflect On" issues from Chapters 13 and 18 of the Blais text.	Blais chapters 13 & 18	
	Discussion 2	Critical Incident High/Low Diverse Culture	5	Apply critical thinking skills in the analysis of two critical incidents involving clients from diverse cultures.	Blais chapter 21	
	Discussion 3	Cultural Interview	5	Using Giger and Davidhizar's cultural assessment model, interview a person of a diverse culture. Use Leininger's Sunrise Model to suggest culturally congruent care.	Blais Chapter 21	
Final Exam (not cumulative)- will cover ethics, legal influences, political influences, Code of Ethics, critical thinking, communication, economics, sociocultural						

**Specify how interaction between instructor(s), students, and content will take place**

D2L, course email (UW account), on-line lectures, PowerPoint slides

**Special out-of-class requirements (computers, software, calculators, field trips, etc)**

For computer requirements please see UW-Green Bay's Nursing Program Website  
<http://www.uwgb.edu/nursing/gettingstarted/olt/requirements.asp>

### **Grading Policy**

- 70% of the grade is written assignments. 30% of the grade is exams.
- Most activities (13) are worth 5 points. Writing intensive activities (there are 3) are worth 10 points. Exams (2) are 20 points each
- Provide what constitutes letter grades in grid below

### **Course Policies**

Refer to home campus academic policies (e.g., incompletes, academic misconduct). General policies are listed below.

### **Statement of Student Time Commitment**

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**Course: Nursing 441: Chronic Care Management (3 cr)**

**Course Description**

Exploration of interaction of biological, psychological, social, and environmental factors important to understanding management of chronic conditions at the individual, family, community, and societal levels.

**Student Learning Outcomes**

1. Analyze the interaction of biological, psychological, social, and environmental factors on management of chronic conditions.
2. Synthesize theories and concepts related to management of chronic conditions to support self-management of chronic conditions.
3. Integrate selected concepts of pathophysiology and pharmacology in the nursing management of chronic health problems.
4. Examine the impact of cultural, spiritual, ethical, health care policy, aging, and social concerns in the management of chronic conditions.
5. Understand the roles and functions of the nurse in management of chronic conditions.
6. Demonstrate an understanding of resources and models of care to manage chronic health problems across the continuum of care.

**Course Materials**

**Required Text:** Meerabeau, L., & Wright, K. (2011). *Long-term conditions: Nursing care and management*. West Sussex, UK: Wiley-Blackwell.

**Recommended Texts:**

- Current comprehensive Nursing Pharmacology text
- Current comprehensive Medical-Surgical Nursing text
- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Other readings: Please see Unit Lessons for additional required readings, including articles and Weblinks.

**Course Organization (units by topic and number of weeks per unit)**

Unit #	Unit Duration	Topic
I.	2 weeks	Introduction
II.	4 weeks	Heart failure
III.	5 weeks	Diabetes Mellitus
IV.	3 weeks	Chronic Obstructive Pulmonary Disease

### Assignment Detail

1. Scenario paper: Students will write a 400-600 word paper based on a situation posed by the instructor that relates to some problem inherent in chronic disease management (ie, related to policy or care delivery systems).
2. Unit quizzes (3): Units 2, 3, and 4 each require a quiz based on their content including, but not limited to, policy, pathophysiology, pharmacology, nursing problems and their management.
3. Unit assignments (3): Units 2, 3, and 4 each require completion of a group assignment that is related to course content and case studies. Assignments may take various forms including, but not limited to, nursing careplans or teaching plans.
4. Discussion: Discussion means engaged participation in the asynchronous online environment. It is the opportunity to discuss readings and case studies, to reflect on learning, and to share outcomes of study worksheets provided within the Units with classmates.

### Grading Policy

Your course grade will be based on the following required assignments which will be dispersed throughout the course. Refer to the Course Calendar for due dates:

Assignment	Percentage
Scenario paper	10%
Unit Quizzes (Units 2-4) (3 @10% ea.)	30%
*Unit Assignments (Units 2-4) (3 @15% ea.)	45%
Discussion	15%
<b>Total</b>	<b>100%</b>

\*denotes group work

### Course Policies

Refer to home campus academic policies (e.g., incompletes, academic misconduct). General policies are listed below.

### Statement of Student Time Commitment

For each course credit, as a general guide, students are expected to spend a minimum three hours/week on coursework. Therefore, for a three-credit course, at least 9 hours/week is expected. This amount of time may vary depending on the assignments due that week or the degree of difficulty the content holds for the student.

### Late Assignment Submission

Assignment deadlines will be enforced. Late submissions of individual and group graded Assignments will be docked 5% for each overdue day including weekends and holidays. If a due date conflicts, it is suggested the completed assignment be posted in advance of the due date to avoid losing credit.

### APA Style

Whenever ideas or information are taken from a reference source, they must be properly cited using APA format. This would apply to any written work in the course, including papers and the submissions to the discussion forums. APA format for formal papers includes title page, pagination, section headers, in-text citations, and a 'References' page. All documents must be submitted in Word (.doc or .docx) or Rich Text Format (.rtf).

A brief summary of the APA publication format is available online from the Online Writing Lab at Purdue University:

[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

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## **Course Title: Nursing 447 Leadership and Management**

### **Course Description**

Examines nursing leadership and management using relevant theories and concepts. Analyze decision-making in relation to communication, delegation, supervision and group process.

### **Student Learning Outcomes**

1. Demonstrate knowledge of the complex and dynamic economic, political, and social influences on health care organizations and professional nursing practice.
2. Examine the interrelationships among organizational behavior, leadership and management strategies and processes, and professional nursing practice.
3. Analyze decision -making in relation to ethics, communication, delegation, leadership and followership, supervision and group process.
4. Analyze leadership and management behaviors, evidence-based leadership, and management research to promote quality care and professional nursing practice.

### **Baccalaureate Essentials: II, V**

### **Course Materials**

Marquis, B. L. & Huston, C. J. (2012). *Leadership roles and management functions in nursing: Theory and application* (7<sup>th</sup> ed.). Wolters Kluwer Health/LWW, Philadelphia.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington DC: Author.

### **Course Organization (TBD)**

### **Assignment detail (TBD)**

1. Health Policy Paper (or different topic)
2. Quality Improvement Project
3. Discussion

### **Specify how interaction between instructor(s), students, and content will take place**

Interaction between instructor, students, and content will mainly occur within D2L and email. Communicating via phone or Skype may also occur. Students are expected to be active participants in the learning process by assuming responsibility for their own learning, being active participants in the online classroom, and working collaboratively with others in the course. The role of the faculty is to facilitate students' learning, not to "present the one right answer" or solve all the problems. Teaching strategies may include lecture via slides, readings/articles, online discussion, small group work, and written assignments.

**Special out-of-class requirements (computers, software, calculators, field trips, etc)**  
(none)

## Grading Policy

Health Policy Paper (or different topic)	10%
Quality Improvement Project	35%
Participation in Discussions (suggested between 10-12)	55%

## Course Policies

Refer to home campus academic policies (e.g., incompletes, academic misconduct). General policies are listed below.

### Statement of Student Time Commitment

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### Class Participation

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### APA Style

Complete APA format is required for all formal papers submitted through the dropbox. APA format specifies format for title page, running head with pagination, abstract, levels of headings, in-text citations, and reference list. Discussions do not require APA format unless you are using information from a reference source (your textbook, other books, journal articles, etc.), in which case you must properly use APA format for in-text citations and references. All documents must be submitted in Word (.doc or .docx) or Rich Text Format (.rtf).

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The Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>).

### **Confidentiality**

When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain

anonymity methods such as alias or initials should be used. For more information on these laws, please refer to the following Web sites:

FERPA <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

HIPAA <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

### **Social Media Policy**

Consistent with American Nurses Association (ANA) principles for social media, whatever is posted on a social media site (Facebook, Twitter, YouTube, LinkedIn, etc.) instantly becomes available to the public, so keep content appropriate and confidential matters private. Regardless of the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all University and legal guidelines, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply in social media sites.

The following is adapted from the American Nurses Association (ANA) Principles for Social Networking:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

For more information:

<http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/ANA-NCsbn-Guidelines-Social-Media-Networking-for-Nurses.pdf>

### **Student Bereavement Policy**

Students who experience the death of a loved one should contact the faculty to arrange an excused absence.

### **Disability Policy**

Any student seeking accommodations under the Americans with Disabilities Act (ADA) should contact the Disability Services office on your home campus within the first week of the semester so that appropriate accommodations may be arranged.

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## Remy, Jill M - DSPS

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**From:** Rebekah Carey [Rebekah.Carey@wlc.edu]  
**Sent:** Wednesday, November 14, 2012 5:06 PM  
**To:** Remy, Jill M - DSPS  
**Cc:** David Brightsman; Sheryl Scott; Lisa M. LeBlanc; Amanda Passint; Jennifer L. Lindner  
**Subject:** Wisconsin Lutheran College Six Month Summary and NCLEX Improvement Plans  
**Attachments:** Six Months post First Graduating Class WLC.docx

Dear Jill,

Please find the Six Month after First Graduation Summary and NCLEX Improvement Plan for Wisconsin Lutheran College BSN program.

I plan to attend the January meeting, as well as possibly one or two of my colleagues.

Please let me know if you need any additional information.

Most sincerely,

*Rebekah Carey, MSN, APNP*

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*As we have therefore opportunity, let us do good unto all men. Galatians: 6:10*

**Wisconsin Lutheran College  
School of Nursing**

**Report  
Six Months after First Graduation of BSN Students  
14 November 2012**

**Commission on Collegiate Nursing Education (CCNE) Accreditation**

In September 2011, CCNE completed a two and one half day site visit. As per their report, accreditation is granted to June 20, 2017, effective as of September 19, 2011. All four accreditation standards were met. Compliance concerns were stated for Key Element 1-D "Demonstrate that faculty and students participate in program governance" and Key Element IV-A "Demonstrate that surveys and other data sources are used to collect information about students, alumni, and employer satisfaction; and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN pass rates, certification pass rates, and employment rates, as appropriate."

**BSN Class of 2012**

On 18 May 2012, ten students graduated from Wisconsin Lutheran College with a Baccalaureate of Science in Nursing. All completed the NCLEX examination in subsequent months. Six of the ten graduates passed the examination on the first attempt. Two passed on the second attempt. Two others anticipate re-taking the exam. Eight of the graduates held graduate nurse staff positions at the time of graduation. Of those, seven continue to work in those positions as registered nurses.

**Graduate Follow-up**

An on-line survey will be distributed to graduates and their employers in December 2012. Satisfaction with educational experience, adequate preparation for employment, and long-term education employment and education plans will be included in the graduate survey. Satisfaction with graduates' preparation for work as a staff nurse will be included in the employer survey. Both surveys will request comments on and recommendations for the educational process of the WLC nursing program.

**Current Enrollees**

Students currently accepted in the Nursing program include 18 seniors, 20 juniors, and 24 sophomores. Ten freshmen students are eligible for early admission. We anticipate accepting a total 32 students for the class of 2016.

**Criteria for Acceptance to Nursing Program**

Students may be candidates for early acceptance to the nursing program if they achieve an ACT of  $\geq 24$  (comprehensive) in their senior year of high school. They must maintain a minimum of a 3.0 overall GPA their freshman fall semester (which includes a five credit general chemistry course) and pass the drug test and criminal background check.

All other students are accepted based on four criteria: GPA  $\geq$  2.75 (which includes a five credit general chemistry course), three letters of recommendation, personal essay, and faculty interview. A rubric is used to quantify an overall score of at least 8 of 12 points in order to be admitted. Additionally, all students must complete a criminal background check and drug test prior to being accepted. No students will be accepted with a positive background check or drug test.

One area of concern has been with transfer students from technical colleges. While their GPA meets the requirement, they have not demonstrated an ability to manage the rigorous nature of full-time academics.

### **Plan for Improvement of NCLEX Results**

The difficulty with academic progression for transfer students was immediately recognized during the first spring sophomore class. Because of our commitment to supporting students accepted to the nursing program, faculty spent an inordinate amount of time engaged personally with students whom were challenged by the rigor of the curriculum. The subsequent class (Class of 2013) includes transfer students, but purposeful counseling was done prior to admission to the nursing program by both the Admissions office as well as the Chair of the School of Nursing about the high academic rigor of the nursing curriculum. Additionally, transfer students whom had previously taken only one or two prerequisite classes per semester were directed to enroll as full-time students prior to being accepted to the nursing program to test their readiness for full-time study. We are considering raising the transfer student GPA requirement to 3.0 due to the inconsistency of students presenting to the program.

The Adult Health Nursing course will be modified for spring 2013, with the classroom portion lengthened to three hours vs. two hours, and clinical hours reduced from two six hour days to one six hour day.

The Foundations course was modified this fall semester to enhance nursing skill development.

We have subscribed to the Pearson Annual NCLEX Results Report, which compares schools nationally regarding student performance in various content areas. We are awaiting our first report.

### **Faculty**

The WLC nursing faculty includes the following;

A teaching chair with an MSN, APNP, enrolled in a DNP program, with a specialty in women's health and childbearing;

One faculty with an MSN, enrolled in a PhD program, with a specialty in aging and health literacy;

One faculty with an MSN, enrolled in a DNP program, with a specialty in pediatrics;

One faculty with an BSN, enrolled in an MSN program, with a specialty in childbearing;

Three regular adjunct faculty, one of whom has a PhD and teaches community health, and two others with an MSN, teaching mental health (one in classroom, one as clinical instructor);

Two adjuncts co-taught the adult health course in spring 2010;

Additional adjuncts have been used for clinical instruction in the foundations course (one), aging course (one), and pediatrics course (one).

### **Comprehensive Assessment and Review Program (CARP)**

We have utilized the ATI comprehensive assessment and review program since the inception of our program to assess both our curriculum as well as student attainment of curricular goals. The CARP program provides on-line reports immediately to students with easily accessible remediation learning. The benchmark for each content area is Level 2. Students not attaining that level are required to take the second examination after a period of remediation. Students who attain at least a Level 2 in Adult Health Nursing are given priority for clinical sites for the Leadership course their senior year. Students who attain at least a Level 3 in any content area receive a gift certificate to a local bookstore.

The RN Comprehensive Predictor was administered to the Class of 2012 three weeks prior to graduation. The results indicated the number of students at probability of passing as: 1 at 98%, 1 at 96-97%, 1 at 89-90%, 2 at 84-88%, 1 at 81-82%, 2 at 37-60%, 2 at 1-34%. Five students sat for another form of the predictor exam with the following results: Student 1 had 89% on the first exam and 84% on the second; student 2 had 81% on the first exam and 57% on the second; student 3 had 40% on the first and 13% on the second; student 4 had 25% on the first exam and 37% on the second; student 5 had 13% on both exams.

Of those who passed the NCLEX on the first exam, the probability of passing was 98%, 97%, 89%, 84%, 81%, and 48%. Of the four who did not pass the first exam, the probability of passing was 86%, 40%, 25%, 13%. Of the two who passed the second exam, the probability of each was 40% and 25%

### **Overall Curricular Review**

Since 2010, a review of courses has been provided to the Board of Nursing each semester, except for spring 2012.

### **Summary of Spring 2012 Courses**

#### **NUR 422 Mental Health Nursing (3 credits) (first-time offering)**

**Lecture:** This class is taught in spring of the senior year. Lecture is 50 minutes long- a challenge to present all content in this time period and at same time engage class in different modes of learning other than lecture format.

**Clinical:**

- Using first two weeks for off unit orientation prepares students well: 1<sup>st</sup> week at the hospital included orientation to the unit: policies/procedures and documentation specific to the Mental Health unit. 2<sup>nd</sup> week at WLC Skills lab allowed for hands on practice of some MH skills using role play, video vignettes, demonstrations, and other group activities
- First few weeks on the unit: included gaining comfort with the patient populations and focused more on communication skills
- Following weeks the students incorporated first week skills with more total care skills such as medication administration, treatments, IV skills, blood glucose monitoring, etc.
- Students also were involved in admission and discharge process and group observation experiences.
- Most valuable alternative experiences were the ECT (Electroconvulsive Therapy) observation and observation of the AODA (Alcohol and Other Drug Addiction) group therapy.
- It may be more beneficial to have a separate day for the Research Review presentations instead of having these at the post conference time after the clinical day.

**ATI results:**

Level 2: Three students

Level 1: Six students

Below Level 1: One student

**Possible modifications:**

- Lengthen lecture times
- Schedule quizzes/exams for times outside of lecture providing more learning time during lecture hours

Suggestions for other alternative experiences:

- Possible tour of Milwaukee County Mental Health Complex or other county facility to compare care delivery and different populations.
- Observation at a Child/Adolescent facility
- Observation at an eating disorder facility
- Ropes course possibly at Rogers

**NUR 423 Community Health Nursing (3 credits) (first-time offering)**

This class is taught in spring of the senior year. Ten students were enrolled in the course. This course was offered as a hybrid format with 7 face to face classes

scheduled on Mondays at 9 am. The first half of the semester students had weekly quizzes along with homework assignments. The second half of the semester, students were expected to use the collaboration feature of the course for online discussion on community topics/issues and news events along with weekly homework assignments. The homework assignments were mostly directed to online sites for review and evaluation. APA format was stressed in written homework and feedback was given each week via online return with comments. Theory units were posted by weeks using the college format. Each theory units contained PowerPoint slides, homework assignments, and a quiz if indicated. The format was consistent throughout the course. Face to face sessions were more interactive with class activities to highlight chapter content. The final examination was cumulative and consisted of 75 questions. The course was set up for mastery of content. The final grades ranged from A,AB, and B's. Since Community Health Nursing is a generalist role, which is inclusive of all age groups and is population focused, the rational is to keep clinical weight and theory weight the same. The Healthy People project requires application of theory in the clinical arena of the course.

#### **ATI scores-**

- Level 3: One student
- Level 2: Seven students
- Level 1: One student
- Below Level 1: One student

#### **Possible modifications:**

- ANA Standards of Practice for PHN is in revision. Incorporate the newest version when approved.
- The hybrid format of the course was positive. Expand PowerPoint with voice over features and podcast technology.
- Homework assignments need a revised grid for grading. Some students did excellent work which should be rewarded.
- Second half of the class needs to be synchronous online discussion during dates of non-face- to- face contact. This will provide a stronger opportunity for discussion with immediate feedback.
- Add rubric for online discussion evaluation.
- Consider synchronous online discussion sessions on unit content to enhance discussion interaction during online theory sessions.
- Consider expanding course information on school health nursing and aggregate units such as care of men and elderly.
- Consider teaching the Red Cross disaster services introductory course with the course content on disasters. Students would be given a card for completion.
- Examine possibilities for additional clinical experiences such as home visits and clinic shadowing.

**NUR 424 Leadership in Healthcare (4 credits) (first-time offering)**

This class is taught in spring of the senior year. This course provides an introduction to of leadership, management, and organizations with a focus on the leadership role of the registered nurse and the process of managing personnel and clinical resources in a practice environment. Concepts of change, conflict negotiation, and preparation for professional practice will be explored.

**Lecture:**

This is the first semester this course was taught.

Ten students were enrolled in the course.

Instructional methodology included lecture presentations both by students and faculty, small group activities, article reviews, guest speakers and discussions.

**Clinical:**

Clinical experiences focus on the professional nurse's role in the provision of safe, ethical, effective, high quality healthcare as part of a multi-disciplinary healthcare team. Professional communication, teamwork, and patient centered care are emphasized. The clinical portion of this class is devoted to the student's clinical experience as a leader within the healthcare team under the direct supervision of a Registered Nurse preceptor for a total of 180 hours throughout the semester.

**ATI results-**

Level 2: One student

Level 1: Six students

< Level 1: Three students

**NUR 425 Transitions to Professional Practice (3 credits) (first-time offering)**

This class is taught in spring of the senior year. Transitions to Professional Practice was offered during the spring semester of 2012 for the ten senior nursing students. A variety of topics related to transitioning from student to the professional nurse role were discussed in the course, including: creation of a resume, job searches, interviewing, transition from novice to expert in the nursing role, strategies for success during role transition, creation of a study plan for NCLEX, and the professional nurse role in staff education.

The clinical component of this course was completed via an independent project involving the preparation of an educational presentation for healthcare staff. Students were able to select a setting and specific population for their target audience. Some students chose to complete the project at their places of employment, while others chose their clinical settings for implementation of the project. One student did her presentation for a local fire department and two students created simulation scenarios and activities that were presented to the junior nursing students during one of their clinical days. With the creation and development of the educational project, students were able to utilize the steps of the nursing process to plan, implement, and evaluate their work. Students also had the opportunity to develop learning objectives and methods of evaluation for their presentations.

**What went well:**

- For the most part, students embraced the opportunity to do staff education. One student mentioned that she might be willing to consider nursing education in her future as a result of the project.
- Students chose topics that were new to them so they had the benefit of not only learning concepts for staff education, but also learning specific content in a new topical area.

**Areas for improvement:**

- Build in more time for students to present their projects in class and have their peers complete evaluations.
- Discuss interviewing and creation of a resume earlier in the semester and involve career counselors on campus.
- Eliminate the requirement for a weekly journal.

**NUR 321 Adult Health (4 credits)**

**Lecture:**

This class is taught in spring of the junior year. Eighteen students were enrolled in the course

This is the second time this course has been taught.

Lecture was 1 day a week (2hours) vs. 2 days a week (1hour), which seemed to be more beneficial

Instructional methodology included traditional lecture, case studies, presentations, quizzes, tests, and use of simulators.

Topics included: Pre op/post op care, care of patients with disorders in the following systems: respiratory, cardiac, gastrointestinal, hematologic, endocrine, musculoskeletal, genitourinary, neuromuscular and integumentary. Skills reviewed: Suction, tracheostomy, NG tubes, blood transfusions, central venous access, traction, stump care & advanced IV skills.

The textbook is a great resource for the course

No major changes in the course anticipated

**Clinical: (2 instructors)**

2 days a week -1 day at Froedtert and the other day was an alternate experience (i.e. professional conferences, health promotion in the community, Granville clinic, Simulation Scenarios in the nursing lab)

ATI Results -

Level 3: One student

Level 2: Nine students

Level 1: Six students

<Level 1: Two students

**NUR 322 Global Health Nursing (3 credits)**

**Lecture:** This class is taught in spring of the junior year. This is the second time this course was taught. Eighteen students were enrolled in the course. Lecture was reduced from two hours to one hour per week to try to accommodate for the number of clinical hours required for the study abroad portion of the course at the end of the semester. This limited the amount of student activities allowed throughout the semester, and the spring 2013 schedule will include two hours of lecture again.

**Clinical experience:** The study abroad portion of the class met and exceeded learning objectives for the students, as demonstrated by their final papers, submitted one month after their return to America (mid-July). Students consistently reported the transformational learning they obtained through their observations of a wide variety of tropical illnesses, resource-poor health care settings, relationship-development with Zambians, and intense time spent with their classmates for two weeks.

### **Brief Overview of other Nursing Courses**

#### **BIO 240 Nutrition (3 credits)**

This course is taught by nursing faculty. While the course is required for freshman nursing students, non-nursing students may enroll in the course for a science elective. A proposal is underway to revise the name of the course to Nutrition for the Health Sciences to more accurately portray the intent of the course.

#### **NUR 200 Introduction to Professional Nursing (3 credits)**

This course is taught in spring of the sophomore year and covers theory, professional issues, and an exploration of the nursing role. An eight-hour shadowing experience is included. While most students report this has solidified their decision to be a nurse, some students have decided to withdraw from the nursing major after taking this course.

#### **NUR 325 Pharmacology (3 credits)**

This course is taught in spring of the sophomore year. It covers general principles of drug therapy and how they are related to the use of pharmacotherapeutics in patient care.

#### **NUR 300 Health Assessment (3 credits)**

This course is taught in fall of the junior year and provides both classroom and laboratory experiences in health assessment skills, and intended to develop abilities in assessing patients' health care and nursing needs.

#### **NUR 301 Foundations of Nursing (3 credits)**

This course is taught in the first eight weeks of fall of the junior year. It consists of one hour of classroom and six hours of clinical time per week. While content has remained consistent, the delivery method for the skills portion of this course was revised for the fall 2012 semester. Based on feedback from students, several clinical days were devoted to skill development in the nursing lab. While we are still awaiting student feedback for this semester, the instructor determined this format to work well.

**NUR 311 Aging and Long Term Care (3 credits)**

This course is taught in the second eight weeks of fall of the junior year. It consists of one hour of classroom and six hours of clinical time per week. It provides students with both classroom and clinical experiences regarding the unique needs and care of older adults.

**NUR 402 Issues and Trends in Professional Nursing (3 credits)**

This course is taught in fall of the senior year. It explores the major issues and trends facing the nursing profession in the context of opportunities for the profession with an emphasis on Christian ethical principles for nursing.

**NUR 411 Childbearing Family (3 credits)**

This course is taught in fall of the senior year. It consists of one hour of classroom and six hours of clinical time per week. It addresses the nurse's role for the unique health care needs of the individual and family during childbearing years and includes care of the newborn.

**NUR 412 Child and Adolescent Health (3 credits)**

This course is taught in fall of the senior year. It consists of one hour of classroom and six hours of clinical time per week. It addresses the nurse's role for the care of children after the newborn period through adolescence.

Report submitted by,

Rebekah Carey, MSN, APNP  
Chair, School of Nursing  
Assistant Professor of Nursing

Sheryl Scott, MSN, RN  
Assistant Professor of Nursing

Amanda Passint, MSN, RN  
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Lisa LeBlanc, BSN, RN  
Instructor of Nursing

**Wisconsin Lutheran College  
Bachelor of Science in Nursing**

<b>Freshman Year; Fall Semester</b>		<b>Freshman Year; Spring Semester</b>	
COL 101	1		
Phys. Well-Being	1	COM 101	3
ENG 101	3	Gen Ed	3
Gen Ed	3	PSY 120 Human Growth and Development*	3
PSY 101 Intro to Psychology*	3	BIO 202 Principles of Biology 2*	4
CHE 161 Chemistry*	<u>5</u>	BIO 240 Nutrition*	<u>3</u>
	<b>16</b>		<b>16</b>
<b>Sophomore Year; Fall Semester</b>		<b>Sophomore Year; Spring Semester</b>	
COL 201	1	Gen Ed	3
Gen Ed	3	PHI 201 (Ethics; fulfills theology requirement)	3
Gen Ed	3		
Gen Ed	3	BIO 255 Anatomy & Physiology 2	4
BIO 141 Microbiology	4	NUR 200 Introduction to Professional Nursing	3
BIO 225 Anatomy & Physiology 1	<u>4</u>	NUR 325 Pharmacology	<u>3</u>
	<b>18</b>		<b>16</b>
<b>Junior Year; Fall Semester</b>		<b>Junior Year; Spring Semester</b>	
Gen Ed	3	Gen Ed	3
BIO 355 Pathophysiology	3	Gen Ed	3
NUR 300 Health Assessment	3	MAT117 Statistics	3
NUR 301 Foundations of Nursing Practice	3	NUR 321 Adult Health	4
NUR 311 Aging and Long-Term Care	<u>3</u>	NUR 322 Global Health	<u>3</u>
	<b>15</b>		<b>16</b>
<b>Senior Year; Fall Semester</b>		<b>Senior Year; Spring Semester</b>	
Gen Ed	3	Gen Ed	3
NUR 401 Evidence-Based Nursing Practice	3	NUR 422 Mental Health	3
NUR 402 Issues/Trends Professional Nursing	3	NUR 423 Community Health	3
NUR 411 Childbearing Family	3	NUR 424 Leadership in Health Care	4
NUR 412 Child and Adolescent Health	<u>3</u>	NUR 425 Transition to Professional Practice	<u>3</u>
	<b>15</b>		<b>16</b>
		<b>Total Program Credits</b>	<b>128</b>
		<b>Nursing Major Credits</b>	<b>47</b>

\*Core  
9/8/11

Wisconsin Lutheran College  
Bachelor of Science in Nursing  
Collateral and Nursing Course Descriptions

**BIO 141 Microbiology:** Topics include the germ theory of disease, the immune system, public health, food microbiology, agricultural and industrial application. The course emphasizes current topics and reading of the secondary scientific literature. Not applicable to the major or minor in biology. **4 credits (3 lec, 2 hrs. lab)**

**BIO 240 Nutrition:** Essentials of normal nutrition and its relationship to the health and wellbeing of individuals and families will be emphasized. Included will be the study of the physiological, psychological, and economic aspects of obtaining an adequate diet. This course is required prior to beginning the Nursing program. **3 credits**

**BIO 202 Principles of Biology:** An introduction to cellular reproduction, genetics, natural selection, biochemistry, and cellular biology. **4 credits (3 lec, 2 hrs. lab)**

**BIO 225 Human Anatomy & Physiology 1:** A systematic approach to the study of human anatomy and physiology using models, charts, readings, and dissection. A human cadaver is an integral part of this course. Emphasis is placed on anatomy. Mastery of anatomical vocabulary is expected. **4 credits (3 lec, 2 hrs. lab)**

**BIO 255 Human Anatomy & Physiology 2:** A continuation of Human Anatomy and Physiology 1 with emphasis on the function of organ systems and cellular mechanisms responsible for homeostasis. Prereq. BIO 225. **4 credits (3 lec, 2 hrs lab)**

**BIO 355 Pathophysiology:** Integrates human anatomy, physiology, and biochemistry with special emphasis on the etiology and mechanisms of disease. Lecture topics include cell injury, inflammation, immunity, neoplasia, blood and circulatory disorders, respiratory disease, gastrointestinal disease, electrolyte imbalances, endocrinology, reproductive physiology, musculoskeletal disease, pain management, and disorders of the central nervous system. Prereq. BIO 202. **3 credits**

**CHE 161 Chemistry:** A study of the fundamental laws and concepts of chemistry. The emphasis is placed on atomic and molecular structure and bonding, stoichiometry, thermodynamics, and solutions. **5 credits (4 hrs lec, 3 hrs. lab)**

**MAT 117 Statistics:** Statistical concepts and methods for application in other disciplines. Descriptive statistics, bivariate linear models, probability, discrete and normal distributions, central limit theorem, estimation, hypothesis testing. **3 credits**

**PHI 201 Ethics:** "He has shown you, O man, what is good..." How can we lead a truly good life? Ethics defined. Classical sources of the ethical grammar in the Western tradition from Plato and Aristotle to Kant, from the Utilitarians to Rawls. The logic of C. S. Lewis's merely Christian ethic and the Christological ethic of Dietrich Bonhoeffer.

Case studies provide rhetorical occasions for in-depth discussions of medical ethics, natural law, pornography, religion and morality, sexual morality, and more. **3 credits**

**PSY 101 Introduction to Psychology:** This course introduces the science of psychology by surveying key fields such as human development, learning, memory, intelligence, motivation and emotions, personality, abnormality, social interactions, and ethics. Students explore foundations of psychology seen in philosophy, theory, biology, and culture. They also investigate the many ways psychological research can be applied to every day life. Additionally, class discussion focuses on the relationship between psychology and Christian beliefs. Students are also introduced to the scientific writing style of the American Psychological Association (APA). **3 credits**

**PSY 120 Human Growth and Development:** This course provides an introduction to the study of the physical, cognitive, and socio-emotional development of the individual from conception to old age. The course surveys the theory, concepts, and research in the field of human development. Additionally, class discussions focus on the relationship between psychology and Christian beliefs. Students are introduced to the scientific writing style of the American Psychological Association (APA). **3 credits**

**NUR 200 Introduction to Professional Nursing:** This course serves as the foundation for the development of the nursing student as a service provider and health care professional. The essential characteristics of professional nursing practice in diverse settings within complex health care systems and with socioeconomically and culturally diverse populations are introduced. The concepts of nursing process, evidence-based practice, collaboration, clinical decision making, lifelong learning, cultural competence, and legal and ethical practice will be introduced. The requirements of the Health Insurance Portability and Accountability Act (HIPAA) will be discussed in the context of professional ethics and patient privacy concerns. Students will have the opportunity to observe professional nurses in their practice settings. **3 credits**

**NUR 300 Health Assessment:** This course provides both classroom and laboratory experiences in nursing and health assessment skills, and is intended to develop students' abilities in assessing patients' health care and nursing needs. Opportunities to apply knowledge from liberal arts and nursing theory in simulated patient care situations will be provided. Individual practice sessions in the nursing laboratory will be required and students will be evaluated through performance assessments for their readiness to assume the role of caregiver in a variety of clinical settings. **3 credits**

**NUR 325 Pharmacology:** Students will be introduced to general principles of drug therapy, including absorption, distribution, metabolism, and excretion, in order to understand how those principles are related to the use of pharmacotherapeutics in patient care. The physiological effects of pharmaceutical agents and the use of those agents in the treatment of illness, injury, and disease will be included. Current practices in the use of the nursing process as it relates to drug therapy in individuals across the lifespan will be stressed. **3 credits**

**NUR 301 Foundations of Nursing Practice:** This course provides fundamental instruction in therapeutic interventions and nursing care skills across the lifespan. The student builds upon foundational knowledge from the liberal arts, sciences, and humanities and applies this to the content and process of nursing. The theoretical foundation of Caring and Culture Care is introduced. Simulated laboratory and actual client care experiences offer the student opportunities to provide basic nursing care to selected clients in a professional, caring manner. Students will also incorporate principles of nutritional and pharmacological therapies, including medication administration and documentation, and will demonstrate effective use of available technologies to assess, monitor, and evaluate patient care. **3 credits**

**NUR 322 Global Health:** This course requires students to study the implementation of health care programs across the globe. Issues of human culture and regionalism are addressed in the context of modern international concerns relating to the spread of disease. The role of HIV/AIDS as a catalyst for a grassroots approach to health care will be explored, as well as the role played by national and global politics, including the war on poverty. A selection of world cultures will be examined in the context of disease, poverty, social policy, and warfare. **3 credits**

**NUR311 Aging and Long-term Care:** Assessment, intervention, and nursing care theory and skills are taught in this course with an emphasis on chronic illness and functional health patterns of older adults. Specific diseases processes such as diabetes, cardiovascular disease, respiratory disease, and dementias will be examined in depth. Students will also focus on nutritional, pharmacological, and social needs of older adults. Students will begin to develop the professional roles of caregiver and patient advocate in a variety of clinical practice settings, including long-term and elder care facilities. **3 credits**

**NUR 321 Adult Health:** This course explores acute health care concerns for adults requiring medical or surgical care. Students will apply the nursing process to the care of adults in compromised health situations. The course will integrate pathophysiology, pharmacology, and knowledge of chronic health problems with nursing care provided to the adult population. Emphasis is placed on the use of the nursing process to identify physiologic, psychosocial, educational, and cultural needs of adult clients and the development of appropriate nursing interventions. Clinical practice experiences are provided in variety of traditional and non-traditional care settings. **4 credits**

**NUR 401 Evidence-Based Nursing Practice:** This course emphasizes the relevance of nursing models to current and future nursing practice and research. The process of scientific inquiry is presented and the usefulness of the scientific method in problem solving and decision making in nursing practice is discussed. Students will be instructed in the linkages between research, patient care outcomes, cost and quality of care, and assessment of risk. Students will have the opportunity to develop skills in critiquing current research related to professional nursing practice. **3 credits**

**NUR 402 Issues and Trends in Professional Nursing:** This course explores the major issues and trends facing the nursing profession in the context of opportunities for the profession. The historical, philosophical, and social development of professional nursing will be explored in depth, and strategies for nursing to increase its value to society and improve its public image will be discussed. Legal and ethical principles that guide professional nursing practice are discussed. Political forces that influence change in contemporary health care are examined. **3 credits**

**NUR 411 The Childbearing Family:** The unique health care needs of the childbearing years are studied in this course. Nursing interventions which support and promote health and well-being are emphasized in women and families in various states of health and development. The physiologic and psychosocial changes that occur in women from adolescence through adulthood will be examined, and health promotion of the developing family is emphasized. Students will explore the role of the nurse in relation to current research and issues in childbearing. Clinical practice experiences are facilitated in traditional and non-traditional care settings. **3 credits**

**NUR 412 Child and Adolescent Health:** This course explores the health care needs of children at various developmental stages. Students integrate knowledge of developmental, transcultural, and communication theories in the care of children from infancy through adolescence. The nurse's role in providing health promotion, prevention, therapeutic, and restorative care to children and adolescents from diverse cultures in a variety of settings is emphasized. Trends and issues related to family-centered health care will be examined. Clinical practice experiences are facilitated in traditional and non-traditional care settings. **3 credits**

**NUR 422 Mental Health:** This course explores the concepts of abnormal psychology and introduces students to the practice of psychiatric and mental health nursing for individuals, families, and groups in various settings. Course content emphasizes self-understanding in the student and focuses on therapeutic communication within the nurse-client relationship. Commonly occurring mental health disorders such as addictive behaviors and personality and mood disorders are studied. The opportunity to gain clinical practice experience is facilitated in traditional and non-traditional care settings. **3 credits**

**NUR 423 Community Health :** Community and public health nursing, health promotion, and the nursing process as applied to diverse communities and populations are studied using a variety of traditional and non-traditional settings. Environmental health, epidemiology, community health care systems, and health care policy will be discussed. Students will address identified needs and educate populations across the lifespan, collaborate with other health care professionals, make referrals, and participate in health promotion clinics. Additional clinical practice experiences are provided in variety of traditional and non-traditional care settings. **3 credits**

**NUR 424 Leadership in Health Care:** This course explores the theories of leadership, management, and organizations and the process of managing personnel and clinical resources in a practice environment. Concepts of change, conflict negotiation, and preparation for professional practice are examined. Professional communication is emphasized, and clinical experiences focus on providing nursing care to multiple patients. **4 credits**

**NUR 425 Nursing Seminar: Transition to Professional Practice:** This capstone course gives students the opportunity to design and implement a project focused on the provision of nursing services within alternative settings and populations. Students will integrate culture care, diversity concepts, and scripturally-based principles in their project, and they must demonstrate how their project will benefit the community or population. Opportunities to develop a class in health promotion and present the information to a variety of audiences will be provided. **3 credits**

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**BOARD OF NURSING  
MEETING MINUTES  
DECEMBER 6, 2012**

**PRESENT:** Kay Coppens, Julie Ellis, Maria Joseph, Rachelle Lancaster, Julia Nelson, Lillian Nolan, Carol Ott, Jeffrey Miller (*arrived at 10:56 a.m.*)

**PRESENT VIA GOTOMEETING:** Gretchen Lowe

**STAFF:** Dan Williams, Executive Director; Pamela Stach, Legal Counsel; Matthew Niehaus, Bureau Assistant; Sharon Henes, Paralegal; and other Department Staff

**CALL TO ORDER**

Julia Nelson, Chair, called the meeting to order at 9:05 a.m. A quorum of nine (9) members was present.

**ADOPTION OF AGENDA**

**Amendments to the Agenda**

- Item “D” (open session) **ADD** the agenda item titled “Eagle River”
- Item “H” (open session) **ADD** the agenda item titled “Scope of Practice”
- Item “N - Application Review” (closed session) **ADD** the agenda items titled “Melissa Kading” and “Vickie Mason”
- Item “Q” (closed session) **ADD** the agenda item titled “James Riano, R.N. (09 NUR 304, 10 NUR 200, 11 NUR 491, 11 NUR 492, 11 NUR 493, 11 NUR 494” and “Michael J Raymond, R.N. (10 NUR 371)”

**MOTION:** Gretchen Lowe moved, seconded by Maria Joseph, to adopt the agenda as amended. Motion carried unanimously.

**APPROVAL OF MINUTES OF NOVEMBER 1, 2012**

**MOTION:** Gretchen Lowe moved, seconded by Maria Joseph, to approve the minutes of November 1, 2012 as published. Motion carried unanimously.

**ADMINISTRATIVE MATTERS**

**Eagle River**

**MOTION:** Rachelle Lancaster moved, seconded by Kay Coppens, to designate Julia Nelson as the Board’s designee to attend a conference call regarding Eagle River. Motion carried unanimously.

## **REPORT OF PRACTICE COMMITTEE**

**BOARD MOTION:** Julie Ellis moved for the adoption of the Committee's recommendations. The Board adopts by unanimous consent.

### **Discussion and Review of BON Position Papers currently on the DSPS website**

***COMMITTEE MOTION:*** Julia Nelson moved, seconded by Kay Coppens, to not upload the "Co-Signing Student Charting" position paper to the website. Motion carried unanimously.

## **REPORT OF EDUCATION AND LICENSURE COMMITTEE**

**BOARD MOTION:** Carol Ott moved for the adoption of the Committee's recommendations. The Board adopts by unanimous consent.

### **Discussion and Consideration of Request for Approval of Educational Administrator at Alverno College**

***COMMITTEE MOTION:*** Rachelle Lancaster moved, seconded by Kay Coppens, to recommend approval of the request for approval of Patricia Schroeder, RN, MSN, FAAN, as the Educational Administrator for Alverno College. Motion carried unanimously.

### **Discussion and Consideration of Request for Authority to Plan a Bachelor of Science in Nursing Program at Herzing University - Madison**

***COMMITTEE MOTION:*** Rachelle Lancaster moved, seconded by Kay Coppens, to approve Herzing University - Madison's request for authority to plan a Bachelor of Science in Nursing program. Motion carried unanimously.

### **Discussion and Consideration of Survey Visit to Bryant and Stratton College**

*8:55 a.m. Appearance by Susan Bonis*

***COMMITTEE MOTION:*** Rachelle Lancaster moved, seconded by Gretchen Lowe, that Bryant and Stratton College will need to come into compliance within six months with N1.06(1)(a)2: Organization and Administration of the Program, specifically an organizational chart and written plan which describes the relationship of the nursing program to the governing institution and N1.06(1)(b)3: The educational administrator shall have authority and responsibility for the development, implementation, and evaluation of the program. Motion carried unanimously.

## **DISCUSSION AND CONSIDERATION OF BOARD OF NURSING 2013 NEWSLETTER**

*10:09 Appearance by Kimberly Wood*

**MOTION:** Julie Ellis moved, seconded by Carol Ott, to reinstate the Board of Nursing newsletter and to include the following components:

- The Board would like to have a listserv created for sending out their newsletter
  - The Board would like to have the newsletter be released quarterly
  - The Board would like a more visionary title for the newsletter
    - The tentative title is “Nursing Forward”
  - The Board would like a method for licensees to file complaints
  - The Board would like a section to detail developments in statutes and legislative matters
  - The Board would like to have a section to recognize nurses who have made significant contributions to the practice of nursing, with a section to nominate nurses to recognize
  - The Board would like to have PAP Information included in the newsletter
- Motion carried unanimously.

**MOTION:** Kay Coppens moved, seconded by Rachelle Lancaster, to designate Julia Nelson and Rachelle Lancaster as the Board’s representatives to work with DSPS staff for newsletter creation. Motion carried unanimously.

## **DISCUSSION AND CONSIDERATION OF SCOPE STATEMENT TO CREATE N9 RELATING TO NURSE LICENSURE COMPACT**

*Jeffrey Miller entered the meeting at 10:56 a.m.*

**MOTION:** Rachelle Lancaster moved, seconded by Carol Ott, to accept the statement of scope related to the creation of N9 Nurse Licensure Compact with two changes. #3, paragraph 2: If Wisconsin were removed from the Nurse Licensure Compact, there would be a serious economic impact on the state. Nurses licensed in Wisconsin would be ineligible to practice out of state under their Wisconsin license. Motion carried unanimously.

## **LEGISLATION/ADMINISTRATIVE RULE MATTERS**

**MOTION:** Kay Coppens moved, seconded by Gretchen Lowe, to designate Julia Nelson as the Board’s representative to approve the scope for implementation of N1 no sooner than December 26, 2012. Motion carried unanimously.

**MOTION:** Rachelle Lancaster moved, seconded by Julie Ellis, to withdraw the scope relating to N1.04 and N1.05. Motion carried unanimously.

## **LIAISON REPORTS**

**MOTION:** Rachelle Lancaster moved, seconded by Maria Joseph, to acknowledge the appointment of Kay Coppens as the interim credentialing liaison during Rachelle Lancaster's absence. Motion carried unanimously.

## **NEW BUSINESS**

**MOTION:** Rachelle Lancaster moved, seconded by Kay Coppens, to have DSPS staff present an update on the status of the PAP brochure. Motion carried unanimously.

**MOTION:** Rachelle Lancaster moved, seconded by Julie Ellis, to have DSPS staff present an update on the status of the advisory council for discipline. Motion carried unanimously.

**MOTION:** Rachelle Lancaster moved, seconded by Kay Coppens, to place an item on the January agenda for the Board to receive a scope statement on N7 relating to discipline for failure of licensees to cooperate with investigations by DLSC personnel and other disciplinary considerations. Motion carried unanimously.

## **DISCUSSION AND CONSIDERATION OF BOARD STRATEGIC PLANNING AND ITS MISSION, VISION, AND VALUES**

### **Discussion and Consideration of Mission Statement**

**MOTION:** Gretchen Lowe moved, seconded by Kay Coppens, to adopt the mission, vision, and values from the November 1<sup>st</sup> Board of Nursing meeting with Alabama's endorsement. Motion carried unanimously.

## **CLOSED SESSION**

**MOTION:** Jeffrey Miller moved, seconded by Maria Joseph, to convene to closed session pursuant to Wisconsin State statutes 19.85(1)(a)(b)(f) and (g) for the purpose of conducting appearances, reviewing monitoring requests, requests for licensure, deliberate on stipulations, administrative warnings, proposed decisions and orders, consulting with Legal Counsel and Division of Legal Services and Compliance case status reports. Roll Call Vote: Kay Coppens-yes; Julie Ellis-yes; Rachelle Lancaster-yes; Gretchen Lowe-yes; Julia Nelson-yes; Lillian Nolan-yes; Jeffrey Miller-yes; Maria Joseph-yes; and Carol Ott-yes. Motion carried unanimously.

The Board convened into Closed Session at 11:49 a.m.

## **RECONVENE TO OPEN SESSION**

**MOTION:** Lillian Nolan moved, seconded by Rachelle Lancaster, to reconvene into open session. Motion carried unanimously.

The Board reconvened into Open Session at 4:15 p.m.

**VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION**

**MOTION:** Kay Coppens moved, seconded by Jeffrey Miller, to affirm all motions made in closed session. Motion carried unanimously.

**MONITORING**

**Theodore Alexander, L.P.N. – Requesting Extension of Time to Complete CE and Pay Costs**

*Gretchen Lowe lost remote connection to the meeting at 12:33 p.m.*

**MOTION:** Lillian Nolan moved, seconded by Maria Joseph, to deny the request of Theodore Alexander, L.P.N. for a 180 day extension of time to complete an L.P.N. refresher course and to pay costs. The Board grants Theodore Alexander, L.P.N. a 90 day extension of time to complete an L.P.N. refresher course and to pay costs. Motion carried unanimously.

**Melissa Anderson, R.N. – Requesting Modifications**

**MOTION:** Kay Coppens moved, seconded by Rachelle Lancaster, to deny the request of Melissa Anderson, R.N., for reduction in drug testing. Furthermore, Melissa Anderson, R.N. will not petition the Board for further modification until 12/6/2013. **Reason for Denial:** Respondent has already had a recent reduction in drug screens on 4/3/12 and has had abnormal and dilute urine samples, indicating that she still needs monitoring. Motion carried unanimously.

**Larisa Klein, R.N. – Requesting Modifications or Full Licensure**

**MOTION:** Rachelle Lancaster moved, seconded by Lillian Nolan, to deny the request of Larisa Klein, R.N., for full licensure. The Board grants a reduction in the frequency of drug screens to fourteen (14) per year with one (1) annual hair test. Respondent will not petition the Board for further modification until 12/6/2013. **Reason for Denial:** Insufficient time under Board order. Motion carried unanimously.

**Timothy Murphy, R.N. – Requesting Modification**

**MOTION:** Rachelle Lancaster moved, seconded by Jeffrey Miller, to grant the request of Timothy Murphy, R.N., for removal of restrictions on access to controlled substances. The Board denies Respondent's request for removal of limitations on his R.N. license. **Reason for Denial:** Insufficient time under Board order. Motion carried unanimously.

## **Julie Wilcox, R.N. – Requesting Modifications**

**MOTION:** Kay Coppens moved, seconded by Rachelle Lancaster, to grant the request of Julie Wilcox, R.N., for removal of requirement for treatment. Motion carried unanimously.

### **APPLICATION REVIEW**

**MOTION:** Lillian Nolan moved, seconded by Maria Joseph, to grant Christopher Cross' application for L.P.N. licensure once all requirements are met. Motion carried unanimously.

*Gretchen Lowe returned to the meeting remotely at 1:04 p.m.*

**MOTION:** Jeffrey Miller moved, seconded by Carol Ott, to deny Tammy Mewes' application for R.N. licensure. Applicant needs to provide the Board evidence of an unencumbered license in Illinois. Motion carried unanimously.

**MOTION:** Kay Coppens moved, seconded by Jeffrey Miller, to deny Amy Rapp's application for R.N. licensure Applicant needs to provide the Board evidence of an unencumbered license in Illinois. Motion carried unanimously.

**MOTION:** Jeffrey Miller moved, seconded by Maria Joseph, to deny Ann Purcell's application for R.N. licensure Applicant needs to provide the Board evidence of an unencumbered license in Minnesota. Motion carried unanimously.

**MOTION:** Gretchen Lowe moved, seconded by Maria Joseph, to approve Melissa Kading's application to take the NCLEX. Motion carried unanimously.

**MOTION:** Kay Coppens moved, seconded by Lillian Nolan, to deny Vickie Mason's application for re-registration of licensure until such time as Respondent passes the NCLEX PN. **Reason for Denial:** Exceeds the five year automatic renewal and the Board has authority to request evidence of competency. Motion carried unanimously.

**MOTION:** Kay Coppens moved, seconded by Lillian Nolan, that DLSC will refer alleged unlicensed nurse activity in the matter of Vickie Mason as it relates to her Substance Abuse Counselor credential. Motion carried unanimously.

**MOTION:** Kay Coppens moved, seconded by Lillian Nolan, that DLSC will refer alleged unlicensed nurse activity in the matter of Vickie Mason to the regulating body for hospitals and clinics. Motion carried unanimously.

*Maria Joseph left the meeting at 1:48 p.m.*

## **CASE CLOSINGS**

- MOTION:** Kay Coppens moved, seconded by Carol Ott, to close the case # 12 NUR 321 for Prosecutorial Discretion (P2). Motion carried unanimously.
- MOTION:** Kay Coppens moved, seconded by Carol Ott, to close the case # 12 NUR 306 for No Violation. Motion carried unanimously.
- MOTION:** Kay Coppens moved, seconded by Carol Ott, to close the case # 12 NUR 437 for Prosecutorial Discretion (P7). Motion carried unanimously.
- MOTION:** Kay Coppens moved, seconded by Carol Ott, to close the case # 12 NUR 420 for Compliance Gained (P2). Motion carried unanimously.
- MOTION:** Kay Coppens moved, seconded by Carol Ott, to close the case # 12 NUR 244 for Prosecutorial Discretion (P5 with a flag). Motion carried unanimously.
- MOTION:** Kay Coppens moved, seconded by Carol Ott, to close the case # 12 NUR 064 for Insufficient Evidence (IE). Motion carried unanimously.
- MOTION:** Kay Coppens moved, seconded by Carol Ott, to close the case # 12 NUR 529 for Insufficient Evidence (IE). Motion carried unanimously.
- MOTION:** Kay Coppens moved, seconded by Carol Ott, to close the case # 12 NUR 454 for Compliance Gained (P2). Motion carried unanimously.
- MOTION:** Kay Coppens moved, seconded by Carol Ott, to close the case # 12 NUR 491 for Prosecutorial Discretion (P7). Motion carried unanimously.

## **ADMINISTRATIVE WARNINGS**

- MOTION:** Lillian Nolan moved, seconded by Carol Ott, to issue an administrative warning in the matter of case number 11 NUR 140. Motion carried unanimously.
- MOTION:** Lillian Nolan moved, seconded by Carol Ott, to issue an administrative warning in the matter of case number 12 NUR 003. Motion carried unanimously.

## PROPOSED STIPULATIONS, FINAL DECISIONS AND ORDERS

- MOTION:** Kay Coppens moved, seconded by Lillian Nolan, to adopt the Findings of Fact, Conclusions of Law, Final Decisions and Orders in the disciplinary proceedings against:
- James Riano, R.N. (09 NUR 304, 10 NUR 200, 11 NUR 491, 11 NUR 492, 11 NUR 493, 11 NUR 494)
  - Michael L. Raymond, R.N. (10 NUR 371)
  - Kelly R. Barisas, R.N. (12 NUR 160)
  - Indira Bhagwandin, R.N. (12 NUR 187)
  - Nikkolee B. Grabow, R.N. (12 NUR 217)
  - Shauna L. Dettinger, R.N. (12 NUR 283)
  - Meghan L. Lowery, R.N. (12 NUR 298)
- Motion carried unanimously.

### FINAL DECISIONS AND ORDERS

- MOTION:** Rachelle Lancaster moved, seconded by Jeffrey Miller, to adopt the Findings of Fact, Conclusions of Law, Final Decisions and Orders in the disciplinary proceedings against Lisa Friedman, R.N. (12 NUR 125.) The case advisor is no longer a member of the Board. Motion carried unanimously.

- MOTION:** Lillian Nolan moved, seconded by Jeffrey Miller, to adopt the Findings of Fact, Conclusions of Law, and Order in the disciplinary proceedings against Sherrell Owens, L.P.N. (11 NUR 139.) With regard to the Order, the Board requests a variance to include the following conditions for a period of at least two years following the suspension while engaged in nursing practice:
- That the Respondent may not work in a home health care, assisted living, hospice, pool nursing, or agency setting.
  - That the Respondent will only work in a setting pre-approved by the Board or its designee.
  - That the Respondent shall only practice under the direct supervision of a licensed nurse or other licensed health care professional approved by the Board or its designee.
- Motion carried unanimously.

- MOTION:** Rachelle Lancaster moved, seconded by Lillian Nolan, to recognize the nomination of Jeffrey Miller as the Board's designee to review and approve the Final Decision and Order with variance. Motion carried unanimously.

*Maria Joseph was absent during deliberation and from voting in the matter of Sherrell Owens, L.P.N.*

**MOTION:** Rachelle Lancaster moved, seconded by Gretchen Lowe, to adopt the Supplemental Proposed Decision in the matter of the disciplinary proceedings against Diane C. Walters, R.N. (09 NUR 290.) Motion carried unanimously.

*Kay Coppens was absent during deliberation and recused herself from voting in the matter of Diane C. Walters, R.N.*

**MOTION:** Carol Ott moved, seconded by Rachelle Lancaster, to adopt the Findings of Fact, Conclusions of Law, Final Decisions and Orders in the disciplinary proceedings against Nicole Wilburn, L.P.N. (12 NUR 219.) Motion carried unanimously.

*Gretchen Lowe was absent during deliberation and recused herself from voting in the matter of Nicole Wilburn, L.P.N.*

### **ADJOURNMENT**

**MOTION:** Jeffrey Miller moved, seconded by Carol Ott, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 5:15 p.m.

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**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:  <b>Dan Williams</b>		2) Date When Request Submitted: <b>December 17, 2012</b> <small>Items will be considered late if submitted after 4:30 p.m. and less than:</small> <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before the meeting for all others</li> </ul>	
3) Name of Board, Committee, Council, Sections:  <b>WI BOARD OF NURSING</b>			
4) Meeting Date:  <b>January 10, 2013</b>	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page?  <b>Administrative Matters - Discussion and Consideration</b>	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing?  <input type="checkbox"/> Yes by <input type="checkbox"/> No	9) Name of Case Advisor(s), if required:  N/A	
10) Describe the issue and action that should be addressed:  1) Board elections 2) Chair appointments 3) Liaison Roles 4) Staff updates			
11) Authorization			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)    Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			

**BOARD OF NURSING  
2012 BOARD MEMBER ASSIGNMENTS  
(UPDATED 6/7/2012)**

**Education & Licensing Committee:**

Carol Ott (*Chair*)  
Kay Coppens  
Rachelle Lancaster  
Gretchen Lowe

**Practice/Discipline Committee:**

Julie Ellis (*Chair*)  
Julia Nelson  
Maria Joseph  
Lillian Nolan  
Lou Ann Weix

**Rules & Legislation Committee:** Gretchen Lowe, Lou Ann Weix, Carol Ott, Rachelle Lancaster

**Legislative Liaison(s):** Gretchen Lowe, Rachelle Lancaster

**Professional Assistance Procedure (PAP) Liaison(s):** Julia Nelson, Kay Coppens – Alternate

**Division of Enforcement Monitoring Liaison:** Kay Coppens, Julia Nelson – Alternate

***\*Effective 6/7/2012 Julia Nelson will serve as the primary contact until Kay Coppens indicates that she can resume her monitoring liaison duties.***

**Endorsements/Examinations/Credentialing Liaison(s):** Rachelle Lancaster, Carol Ott – Alternate

**Interstate Compact:** Executive Director

**Education Review Liaison(s) to the Office of Education and Examinations:** Rachelle Lancaster, Carol Ott

**Practice Question Liaison(s):** Julia Nelson

**BOARD MEMBER SCREENING PANEL ROTATION**

Lou Ann Weix, Chair, made the following screening panel appointments:

**Screening Panel Rotation: July-December 2012**

- Maria Joseph
- Lillian Nolan
- Julia Nelson
- Julie Ellis

**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:  <b>Dan Williams</b>		2) Date When Request Submitted: <b>12/18/12</b> Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before the meeting for all others</li> </ul>	
3) Name of Board, Committee, Council, Sections:  <b>Wisconsin Board of Nursing</b>			
4) Meeting Date:  <b>1/10/13</b>	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page?  <b>Discussion and Consideration as to Board delegating attendees to the NCSBN Mid-Year meeting, March 11-13, 2013 in San Jose, CA</b>	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing?  <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:  N/A	
10) Describe the issue and action that should be addressed:  <b>See attachments as to NCSBN Mid-Year Conference.</b>			
11) Authorization			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			

## 2013 NCSBN Midyear Meeting

### Agenda

#### Sunday, March 10, 2013

4:00 pm - 6:00 pm	<b>Registration</b>
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#### Monday, March 11, 2013

##### Day One

7:30 am - 8:30 am	<b>Continental Breakfast</b>
7:30 am - 5:00 pm	<b>Registration</b>
8:30 am - 10:15 am	<p><b>Executive Officer &amp; Member Board President Leadership Forum</b></p> <p>Alicia Byrd, RN Director, Member Relations, NCSBN</p> <p>Theodore H. Poister, PhD, MPA Department of Public Administration, Andrew Young School of Policy Studies, Georgia State University</p> <p><b>Helping Leaders to Achieve Higher Levels of Excellence: Performance Measurement as the Link to Evidence-based Regulation</b></p> <p>Effective leaders utilize performance measures to understand the relationship between the activities carried out by the board of nursing and the results it achieves necessary to learning, improvement and accountability. The leadership program will benefit executive officers and presidents in better understanding performance measurement and evidence-based regulation.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Inform executive officers and presidents about the strengths and gaps related to the performance of board programs;</li> <li>2. Enable leaders to have objective information to share with internal and external stakeholders when explaining the rationale for changes in board services or programs;</li> <li>3. Utilize performance measurement outcomes in an era of resource constraints to explain need for or defend distribution of resources;</li> <li>4. Explore ways for board leaders to analyze data and information to more effectively inform policy decisions; and</li> <li>5. Assist participants to engage effectively in identifying, validating and adapting promising practices to improve overall performance.</li> </ol>
10:15 am - 10:30 am	<b>Break</b>
10:30 am - 12:00 pm	<b>Executive Officer &amp; Member Board President Leadership Forum Continued</b>
12:00 pm - 1:00 pm	<b>Lunch</b>
1:00 pm - 2:30 pm	<b>Executive Officer &amp; Member Board President Leadership Forum Continued</b>
2:30 pm - 3:00 pm	<b>Break</b>
3:00 pm - 5:00 pm	<b>Executive Officer Networking Session</b>
3:00 pm - 5:00 pm	<b>Member Board President Networking Session</b>

#### Tuesday, March 12, 2013

##### Day Two

7:30 am - 8:30 am	<b>Continental Breakfast</b>
7:30 am - 4:00 pm	<b>Registration</b>
8:30 am - 9:00 am	<p><b>President's Welcome and Board of Directors Update</b></p> <p>Myra Broadway, JD, MS, RN President, NCSBN Board of Directors Executive Director, Maine State Board of Nursing</p> <p>President Broadway welcomes members and provides an update of Board of Directors activities.</p>
9:00 am - 9:30 am	<p><b>Everything You Need to Know about a Standards Development Organization</b></p> <p>Kathy Apple, MS, RN, FAAN CEO, NCSBN</p> <p>NCSBN is applying for accreditation as a Standards Development Organization (SDO) from the American National Standards Institute (ANSI). The regulatory framework for licensure as a public protection intervention is all about standards. Learn how NCSBN becoming a SDO will help promote and protect state board of nursing licensure standards.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe the relationship between licensure and standards;</li> <li>2. Describe the purpose of a SDO; and</li> <li>3. Describe how NCSBN accreditation as a SDO relates to state board of nursing licensure.</li> </ol>
9:30 am - 10:00 am	<p><b>Leadership Succession Committee</b></p> <p>Sue Petula, PhD, RN, NEA-BC, FRE Chair, NCSBN Leadership Succession Committee Board Staff, Pennsylvania State Board of Nursing</p> <p>The Leadership Succession Committee is looking for interested parties to run for NCSBN elected office in August 2013. This presentation focuses on open positions, the process of nomination and the work of the committee regarding leadership development.</p>
10:00 am - 10:30 am	<b>Break</b>
10:30 am - 11:00 am	<p><b>Bylaws Committee</b></p> <p>Nathan Goldman, JD Chair, Bylaws Committee Board Staff, Kentucky Board of Nursing</p>
11:00 am - 11:30 am	<p><b>Distance Learning Education Committee</b></p> <p>Bobby Lowery, PhD, MN, FNP-BC Chair, Distance Learning Education Committee Board Member, North Carolina Board of Nursing</p> <p>Lowery will discuss regulatory issues and standards, and committee recommendations for member boards regarding distance learning regulation.</p>
11:30 am - 12:00 pm	<p><b>Member Board Agreement Review Committee</b></p> <p>Lori Scheidt, MBA-HCM Chair, Member Board Agreement Review Committee Executive Director, Missouri State Board of Nursing</p>
12:00 pm - 1:00 pm	<b>Lunch</b>

**Day Two**

1:00 pm - 4:00 pm	<p><b>Area I-IV Meetings</b></p> <p>NCSBN Area Meetings are open to NCSBN members and staff only. The purpose of NCSBN Area Meetings is to facilitate communication and encourage regional dialogue on issues important to NCSBN and its members.</p> <p>Area I members: Alaska, American Samoa, Arizona, California, Colorado, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Northern Mariana Islands, Oregon, Utah, Washington and Wyoming.</p> <p>Area II members: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, West Virginia and Wisconsin.</p>
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Area III members: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas and Virginia.

Area IV members: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont and Virgin Islands.

Associate members may choose to attend any area meeting.

4:30 pm - 6:00 pm

#### **Networking Reception**

Join NCSBN at a cocktail reception to network with NCSBN members and staff.

**Wednesday, March 13, 2013**

#### **Day Three**

7:30 am - 8:30 am

#### **Pearson VUE Breakfast with Networking Groups**

Join fellow NCSBN members for breakfast in informal networking groups.

- APRN
- Board Governance
- Board Members
- Board Presidents
- Consumer Members
- Discipline
- Education
- Executive Officers
- Independent Boards
- IRE
- Leadership Development
- LPN/VNs
- TERCAP
- Umbrella Boards

8:30 am - 10:30 am

#### **Boundary Spanning Leadership**

Lynn Fick-Cooper, MBA

Program Director, RWJF Boundary Spanning Leadership Programs, Center for Creative Leadership

The Center for Creative Leadership conducted a global research study to assess leadership processes by which organizations create shared direction, alignment and commitment across groups of people with very different histories, perspectives, values or cultures. Findings from the study showed that spanning boundaries is critical, but challenging. The study also identified types of boundaries that limit personal and organizational effectiveness. Results of the study led to the development of successful practices that create limitless possibilities and inspiring results that groups can realize together.

Objectives:

1. Identify five types of boundaries that limit personal and organizational effectiveness;
2. Describe six key boundary spanning practices; and
3. Identify boundary spanning practices as applied to state government.

10:30 am - 11:00 am

#### **Break**

11:00 am - 12:00 pm

#### **Boundary Spanning Leadership, continued**

12:00 pm - 1:30 pm

#### **Lunch**

1:00 pm - 2:00 pm

#### **Veterans Health Administration (VHA) Implementation of the APRN Consensus Model**

Catherine Rick, PhD (h), RN, NEA-BC, FACHE

Chief Officer, Office of Nursing Services, Department of Veterans Affairs (VA)

A presentation on the use of federal supremacy in applying the APRN Consensus Model throughout the VA health system. Participants will better understand the interface between federal supremacy and state licensure laws. The opportunity to dialogue on specific state concerns will be provided.

## Objectives:

1. Describe the rationale for the VHA adoption of the APRN Consensus Model;
2. Describe VHA's implementation plan; and
3. Describe the implications of federal supremacy.

2:00 pm - 3:00 pm

**Fiscal 2013 Advanced Practice (APRN)**

## Objectives:

1. Describe the language of the APRN Committee grandfather provision statement compared with the grandfather language in the APRN Consensus Model, Model Rules and Model Act, and apply it to specific cases in their state; and
2. Utilize the grandfather provision guidance tool to determine how the provision would apply to specific example cases.

3:00 pm - 3:10 pm

**Closing Remarks**

Myra Broadway

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**State of Wisconsin  
Department of Safety & Professional Services  
AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:  <b>Sharon Henes</b>		2) Date When Request Submitted:  <b>12/27/2012</b>	
		Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before the meeting for all others</li> </ul>	
3) Name of Board, Committee, Council, Sections:  <b>Board of Nursing</b>			
4) Meeting Date:  <b>1/10/2013</b>	5) Attachments:  <input checked="" type="checkbox"/> Yes	6) How should the item be titled on the agenda page?  <b>Scope Statement for N7.04 Relating to Unprofessional Conduct</b>	
7) Place Item in:  <input checked="" type="checkbox"/> Open Session	8) Is an appearance before the Board being scheduled? If yes, who is appearing?  <input checked="" type="checkbox"/> Yes  Sharon Henes	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed:  Review proposed Scope Statement for N7.04			
11) Authorization			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)    Date			
Directions for including supporting documents: <ol style="list-style-type: none"> <li>1. This form should be attached to any documents submitted to the agenda.</li> <li>2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director.</li> <li>3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.</li> </ol>			

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