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**BOARD OF NURSING**  
**Room 121A, 1400 East Washington Avenue, Madison**  
**Contact: Dan Williams (608) 266-2112**  
**December 11, 2014**

*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 actions and deliberation of the Board.*

**8:00 A.M.**

**AGENDA**

**CALL TO ORDER – ROLL CALL – OPEN SESSION**

- A. **Adoption of the Agenda (1-3)**
- B. **Approval of the Minutes of November 13, 2014 (4-13)**
- C. **Administrative Matters – Discussion and Consideration**
  - 1) Staff Updates
  - 2) Board Member – Term Expiration Date
    - a. Paul Abegglen – 7/1/2015
    - b. Julie Ellis – 7/1/2015
    - c. Maria Joseph – 7/1/2013
    - d. Sheryl Krause – 7/1/ 2018
    - e. Jeffrey Miller – 7/1/2016
    - f. Peter Kallio – 7/1/ 2018
    - g. Lillian Nolan – 7/1/2015
    - h. Luann Skarlupka – 7/1/2017
    - i. Cheryl Streeter – 7/1/2017
- D. **Legislative and Administrative Rule Matters – Discussion and Consideration (14)**
  - 1) Update on N 5, 6 Relating to Renewal and Practice Standards
  - 2) Update on N 8 Relating to APNP
  - 3) Update on N 7 Relating to Authority and Intent of Chapter 7
  - 4) Update on Pending and Possible Rulemaking Projects
- E. **Education and Examination Matters – Discussion and Consideration (15-135)**
  - 1) Request for Authorization to Admit Students – Carthage College

F. Discussion and Consideration of Items Received After Preparation 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 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
- 11) Legislation / Administrative Rule Matters
- 12) Liaison Report(s)
- 13) Speaking Engagement(s), Travel, or Public Relations Request(s)
- 14) Consulting with Legal Counsel

G. Public Comments

**CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigations with administrative warnings (ss. 19.85 (1)(b), 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.).**

H. **Deliberation of Proposed Final Decision and Order**

- 1) Yvette Johnson Harris, RN, Respondent (DHA Case SPS-14-0049) (DLSC Case # 13 NUR 133) **(136-191)**
- 2) Trista E. Ney, RN, Respondent (DHA Case SPS-14-0054) (DLSC Case # 14 NUR 039) **(192-205)**
- 3) Sandra B. Graham, RN, Respondent (DHA Case SPS-14-0067 (DLSC Case # 13 NUR 470) **(206-218)**

I. **Monitoring Matters Including but not Limited to; Modifications, Reinstatements, and Consideration of Board Order Violations (219-220)**

- 1) Mark Kongshaug, R.N. – Requesting Modifications **(221-249)**
- 2) Carrie Voss, A.P.N.P. – Requesting Modifications **(250-271)**

J. **Deliberation of Division of Legal Services and Compliance Matters**

1) **DLSC Attorney Amanda Florek**

a. **Proposed Stipulations, Final Decisions and Orders**

1. 13 NUR 504 (M.L.G.) **(272-278)**
2. 13 NUR 504 (S.E.K.) **(279-285)**
3. 14 NUR 313 (M.A.P.) **(286-291)**
4. 14 NUR 351 (N.J.D.) **(292-298)**
5. 14 NUR 373 (A.D.H.) **(299-305)**
6. 14 NUR 469 (D.D.L.) **(306-312)**

2) **DLSC Attorney Kim M. Kluck**

a. **Proposed Stipulations, Final Decisions and Orders**

1. 13 NUR 205 and 13 NUR 443 (L.F.M.) **(313-326)**
2. 13 NUR 282 (G.A.P.) **(327-340)**
3. 14 NUR 110 (R.H.H.) **(341-352)**

4. 14 NUR 139 (A.C.S.) (353-365)
5. 14 NUR 452 (J.W.K.) (366-377)
6. 14 NUR 528 (T.M.F.) (378-384)

**K. Case Status Report (385-392)**

L. Case Closures

**M. Deliberation of Credentialing Matters**

- 1) Jacqueline Geske – Discipline Review (393-404)

**N. Deliberation of Items Received After Preparation of the Agenda**

- 1) Professional Assistance Procedure (PAP)
- 2) Monitoring Matters
- 3) Administrative Warnings
- 4) Review of Administrative Warnings
- 5) Proposed Stipulations, Final Decisions and Orders
- 6) Proposed Final Decisions and Orders
- 7) Orders Fixing Costs/Matters Related to Costs
- 8) Petitions for Summary Suspension
- 9) Petitions for Re-hearings
- 10) Complaints
- 11) Examination Issues
- 12) Credential Issues
- 13) Appearances from Requests Received or Renewed
- 14) Motions
- 15) Consulting with Legal Counsel

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

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

O. Board Meeting Process (Time Allocation, Agenda Items) – Discussion and Consideration

P. Board Strategic Planning and its Mission, Vision, and Values – Discussion and Consideration

**ADJOURNMENT**

The next scheduled meeting is January 8, 2014.

**BOARD OF NURSING  
MEETING MINUTES  
November 12, 2014**

**PRESENT:** Paul Abegglen, Julie Ellis (*arrived at 8:15 a.m.*), Peter Kallio, Sheryl Krause, Jeffrey Miller, Lillian Nolan, Luann Skarlupka, Cheryl Streeter

**EXCUSED:** Maria Joseph

**STAFF:** Dan Williams – Executive Director, Jelena Gagula – Bureau Assistant, and other DSPS Staff

**CALL TO ORDER**

Jeffrey Miller called the meeting to order at 8:05 a.m. A quorum of seven (7) members was confirmed.

**ADOPTION OF AGENDA**

**MOTION:** Luann Skarlupka moved, seconded by Peter Kallio, to adopt the agenda as published. Motion carried unanimously.

**APPROVAL OF MINUTES OF OCTOBER 9, 2014**

**MOTION:** Luann Skarlupka moved, seconded by Cheryl Streeter, to approve the minutes of October 9, 2014 as published. Motion carried unanimously.

**LEGISLATIVE AND ADMINISTRATIVE RULE MATTERS**

**MOTION:** Luann Skarlupka moved, seconded by Paul Abegglen, to approve the Scope Statement on N 7.01 relating to Authority and Intent of N 7 for submission to the Governor's Office and publication and to authorize the Chair to approve the scope for implementation no less than 10 days after publication. Motion carried unanimously.

**MOTION:** Peter Kallio moved, seconded by Sheryl Krause, to support in general terms the eight (8) legislative principles outlined in the October 28, 2014 letter pertaining to WNA Proposed Legislation relating to the APRN Uniformity Act. The Board welcomes further input in regards to this legislation. Motion carried unanimously.

## ACCREDITATION MATTERS

**MOTION:** Julie Ellis moved, seconded by Peter Kallio, after the Board reviewed the submitted information on November 13, 2014 and requests that Bryant & Stratton College send a letter to the Board upon receiving information from ACEN. Motion carried unanimously.

**MOTION:** Julie Ellis moved, seconded by Peter Kallio, the Board reviewed the submitted information from Herzing University – Brookfield/Kenosha on November 13, 2014, and no action was taken. Motion carried unanimously.

## CLOSED SESSION

**MOTION:** Skarlpuka moved, seconded by Paul Abegglen, to convene to closed session to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85 (1)(b), Stats.); to consider closing disciplinary investigation with administrative warning (ss.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.). Jeffrey Miller read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Paul Abegglen – yes, Julie Ellis – yes, Peter Kallio – yes, Sheryl Krause – yes, Jeffrey Miller – yes, Lillian Nolan – yes, Luann Skarlupka – yes, Cheryl Streeter – yes. Motion carried unanimously.

The Board convened into Closed Session at 9:00 a.m.

## RECONVENE TO OPEN SESSION

**MOTION:** Luann Skarlupka moved, seconded by Paul Abegglen, to reconvene into open session. Motion carried unanimously.

The Board reconvened into Open Session at 2:04 a.m.

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

**MOTION:** Peter Kallio moved, seconded by Cheryl Streeter, to affirm all motions made in closed session. Motion carried unanimously.

**DELIBERATION OF PROPOSED FINAL DECISION AND ORDER IN CASE NUMBERS  
13NUR404 – LISA L. STRANGE**

*Jeffrey Miller recused himself and left the room for deliberation, and voting in the matter concerning 13NUR404 – Lisa L. Strange.*

**MOTION:** Paul Abegglen moved, seconded by Julie Ellis, to **adopt** the Findings of Fact, Conclusions of Law, and Proposed Decision and Order in the matter of disciplinary proceedings against Lisa L. Strange, Respondent – DHA Case SPS-14-0026, DLSC case number 13NUR404, with the following variances: on page one (1) of the order under Procedural History change the date from “March 19, 2004” to “March 19, 2014;” on page nine (9) of the order, paragraph 2(a)ii3 change the testing of specimens from 10 times per year to no less than 49 times per year; and add language to the order that complete sobriety is required, including the abstention from alcohol. Motion carried unanimously.

**MOTION:** Luann Skarlupka moved, seconded by Cheryl Streeter, to appoint Paul Abegglen as having the full authority to review and approve the Proposed Final Decision and Order with variance against Lisa L. Strange – DHA Case SPS-14-0026, DLSC case number 13NUR404. Motion carried unanimously.

**MONITORING**

**Gold Omereonye, R.N. – Requesting Full Licensure**

**MOTION:** Julie Ellis moved, seconded by Paul Abegglen, to **deny** the request of Gold Omereonye for Full Licensure. **Reason for Denial:** Insufficient time in compliance while working under the order, to warrant modification. The Board will not consider further petitions for modification until Ms. Omereonye provides two (2) quarterly work reports completed after the date of this order. Motion carried unanimously.

**Elizabeth Gabryel, R.N. – Requesting Full Licensure**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to **grant** the request of Elizabeth Gabryel for Full Licensure. Motion carried unanimously.

**Judi (Olson) Graham, R.N. – Requesting Full Licensure**

**MOTION:** Lillian Nolan moved, seconded by Peter Kallio, to **grant** the request of Judi (Olson) Graham for Full Licensure. Motion carried unanimously.

**Kelly Hagman, R.N. – Requesting Modification in Drug and Alcohol Screens**

**MOTION:** Paul Abegglen moved, seconded by Peter Kallio, to **grant** the request of Kelly Hagman for a Reduction in Drug and Alcohol Screens to 36 per year, and termination of AODA treatment. Motion carried unanimously.

**Diane Hollick, R.N. – Requesting Full Licensure**

**MOTION:** Sheryl Krause moved, seconded by Lillian Nolan, to **deny** the request of Diane Hollick for Full Licensure. **Reason for Denial:** Insufficient time of compliance under the order. The Board will not consider petitions for modification prior to August 2015. Motion carried unanimously.

**Charlene Kuecherer, R.N. – Requesting Full Licensure**

**MOTION:** Peter Kallio moved, seconded by Cheryl Streeter, to **grant** the request of Charlene Kuecherer for Full Licensure. Motion carried. One abstention noted.

**Brian Reynolds, R.N. – Reduction in Drug and Alcohol Screens**

**MOTION:** Sheryl Krause moved, seconded by Julie Ellis, to **deny** the request of Brian Reynolds for full licensure and termination of direct supervision with the ability to work as a pool nurse or in an agency setting. The Board further **grants** a reduction in drug and alcohol screens to 36 per year. **Reason for Denial:** Insufficient time under the order. Motion carried unanimously.

**Julie Wilcox, R.N. – Reduction in Drug and Alcohol Screens**

**MOTION:** Lillian Nolan moved, seconded by Sheryl Krause, to **deny** the request of Julie Wilcox for full reinstatement. The Board further **grants** a reduction in drug and alcohol screens to 14 per year and four (4) annual hair test. **Reason for Denial:** Insufficient time with full compliance under the order. Motion carried unanimously.

**STIPULATIONS, FINAL DECISIONS AND ORDERS**

**S.K.W. – 13NUR252**

**MOTION:** Paul Abegglen moved, seconded by Sheryl Krause, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against S.K.W. – 13NUR252. Motion carried unanimously.

**K.I.L. – 14NUR102**

**MOTION:** Paul Abegglen moved, seconded by Sheryl Krause, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against K.I.L. – 14NUR102. Motion carried unanimously.

**S.L.M. – 14NUR107**

**MOTION:** Paul Abegglen moved, seconded by Sheryl Krause, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against S.L.M. – 14NUR107. Motion carried unanimously.

**M.L.T. – 14NUR114**

**MOTION:** Paul Abegglen moved, seconded by Sheryl Krause, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against M.L.T. – 14NUR114. Motion carried unanimously.

**A.R.E. – 14NUR163**

**MOTION:** Paul Abegglen moved, seconded by Sheryl Krause, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against A.R.E. – 14NUR163. Motion carried unanimously.

**E.N.K. – 14NUR208**

**MOTION:** Paul Abegglen moved, seconded by Sheryl Krause, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against E.N.K. – 14NUR208. Motion carried unanimously.

**S.A.M. – 14NUR293**

**MOTION:** Paul Abegglen moved, seconded by Sheryl Krause, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against S.A.M. – 14NUR293. Motion carried unanimously.

**R.M.G. – 14NUR339**

**MOTION:** Paul Abegglen moved, seconded by Sheryl Krause, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against R.M.G.– 14NUR339. Motion carried unanimously.

**R.A.W. – 14NUR365**

**MOTION:** Paul Abegglen moved, seconded by Sheryl Krause, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against R.A.W. – 14NUR365. Motion carried unanimously.

**P.I.S. – 13NUR301**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against P.I.S. – 13NUR301. Motion carried unanimously.

**N.M.P. – 13NUR650**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against N.M.P. – 13NUR650. Motion carried unanimously.

**K.S.B. – 14NUR112**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against K.S.B. – 14NUR112. Motion carried unanimously.

**R.A.K. – 14NUR170**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against R.A.K. – 14NUR170. Motion carried unanimously.

**K.A.M. – 14NUR413**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against K.A.M. – 14NUR413. Motion carried unanimously.

**K.V.G. – 14NUR414**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against K.V.G. – 14NUR414. Motion carried unanimously.

**T.R.P. – 14NUR120**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to **adopt** the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against T.R.P. – 14NUR120. Motion carried unanimously.

**ADMINISTRATIVE WARNINGS**

**13NUR372 – P.S.B.**

**MOTION:** Paul Abegglen moved, seconded by Sheryl Krause, to **issue** the Administrative Warning and close DLSC case number 13NUR372 – P.S.B. Motion carried unanimously.

**13NUR384 – E.C.**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to **issue** the Administrative Warning and close DLSC case number 13NUR384 – E.C. Motion carried unanimously.

**13NUR384 – R.B.**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to **issue** the Administrative Warning and close DLSC case number 13NUR384 – R.B. Motion carried unanimously.

**13NUR629 – J.Y.P.**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to **issue** the Administrative Warning and close DLSC case number 13NUR629 – J.Y.P. Motion carried unanimously.

**14NUR437 – T.M.K.**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to **issue** the Administrative Warning and close DLSC case number 14NUR437 – T.M.K. Motion carried unanimously.

**14NUR543 – P.C.M.**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to **issue** the Administrative Warning and close DLSC case number 14NUR543 – P.C.M. Motion carried unanimously.

**CASE CLOSURES**

**14NUR145 – Y.P.**

**MOTION:** Paul Abegglen moved, seconded by Peter Kallio, to close DLSC case number 14NUR145 – Y.P. for prosecutorial discretion (P2). Motion carried unanimously.

**14NUR006 – H.J.**

**MOTION:** Luann Skarlupka moved, seconded by Cheryl Streeter, to close DLSC case number 14NUR006 – H.J. for insufficient evidence (IE). Motion carried unanimously.

**13NUR685 – M.B.**

**MOTION:** Peter Kallio moved, seconded by Julie Ellis, to close DLSC case number 13NUR685 – M.B. for insufficient evidence (IE). Motion carried unanimously.

**14NUR335 – A.B.**

**MOTION:** Luann Skarlupka moved, seconded by Sheryl Krause, to close DLSC case number 14NUR335 – A.B. for no violation (NV). Motion carried unanimously.

**13NUR576 – P.B.**

**MOTION:** Paul Abegglen moved, seconded by Julie Ellis, to close DLSC case number 13NUR576 – P.B. for no violation (NV). Motion carried unanimously.

**14NUR434 – M.N.**

**MOTION:** Peter Kallio moved, seconded by Cheryl Streeter, to close DLSC case number 14NUR434 – M.N. for insufficient evidence (IE). Motion carried unanimously.

**14NUR173 – D.A.**

**MOTION:** Sheryl Krause moved, seconded by Luann Skarlupka, to close DLSC case number 14NUR173 – D.A. for insufficient evidence (IE). Motion carried unanimously.

**14NUR355 – M.B.**

**MOTION:** Julie Ellis moved, seconded by Peter Kallio, to close DLSC case number 14NUR355 – M.B. for no violation (NV). Motion carried unanimously.

**14NUR085 – L.W.**

**MOTION:** Paul Abegglen moved, seconded by Sheryl Krause, to close DLSC case number 14NUR085 – L.W. for no violation (NV). Motion carried unanimously.

**14NUR170 – N.H.**

**MOTION:** Paul Abegglen moved, seconded by Peter Kallio, to close DLSC case number 14NUR170 – N.H. for no violation (NV). Motion carried unanimously.

**14NUR170 – A.L.**

**MOTION:** Paul Abegglen moved, seconded by Peter Kallio, to close DLSC case number 14NUR170 – A.L. for prosecutorial discretion (P2). Motion carried unanimously.

**14NUR536 – D.W.**

**MOTION:** Julie Ellis moved, seconded by Peter Kallio, to close DLSC case number 14NUR536 – D.W. for prosecutorial discretion (P7). Motion carried unanimously.

**14NUR326 – L.W.**

**MOTION:** Luann Skarlupka moved, seconded by Sheryl Krause, to close DLSC case number 14NUR326 – L.W. for insufficient evidence (IE). Motion carried unanimously.

**14NUR041 – T.G.**

**MOTION:** Lillian Nolan moved, seconded by Peter Kallio, to close DLSC case number 14NUR041 – T.G. for prosecutorial discretion (P3). Motion carried unanimously.

**14NUR092 – A.H.**

**MOTION:** Luann Skarlupka moved, seconded by Cheryl Streeter, to close DLSC case number 14NUR092 – A.H. for insufficient evidence (IE). Motion carried unanimously.

**14NUR442 – H.O.**

**MOTION:** Paul Abegglen moved, seconded by Cheryl Streeter, to close DLSC case number 14NUR442 – H.O. for prosecutorial discretion (P2). Motion carried unanimously.

**14NUR471 – K.O.**

**MOTION:** Sheryl Krause moved, seconded by Paul Abegglen, to close DLSC case number 14NUR471 – K.O. for insufficient evidence (IE). Motion carried unanimously.

**14NUR576 – V.D.**

**MOTION:** Lillian Nolan moved, seconded by Peter Kallio, to close DLSC case number 14NUR576 – V.D. for no violation (NV). Motion carried unanimously.

**14NUR578 – S.K.**

**MOTION:** Lillian Nolan moved, seconded by Julie Ellis, to close DLSC case number 14NUR578 – S.K. for prosecutorial discretion (P3). Motion carried unanimously.

**CREDENTIALING MATTERS**

**Maribeth Beck – Time Extension Request**

**MOTION:** Julie Ellis moved, seconded by Sheryl Krause, to **approve** the application of Maribeth Beck for certification Wis. Stat. 441.16, once all other requirements have been met. Motion carried unanimously.

### **Kristen Boyd – Conviction Review**

**MOTION:** Sheryl Krause moved, seconded by Julie Ellis, to **deny** the application of Kristen Boyd for RN licensure. **Reason for Denial:** Convictions are substantially related to the practice of nursing. Motion carried unanimously.

### **Kristen Boyd – Conviction Review**

**MOTION:** Sheryl Krause moved, seconded by Julie Ellis, to **deny** the application of Kristen Boyd for reinstatement of LPN licensure. **Reason for Denial:** Convictions are substantially related to the practice of nursing. Motion carried unanimously.

### **Mary Gallagher – Reinstatement Review**

**MOTION:** Julie Ellis moved, seconded by Cheryl Streeter, to **deny** the application of Mary Gallagher for licensure. **Reason for Denial:** Lack of ability to discharge professional obligations within the scope of nursing practice N 7.03(6). Motion carried unanimously.

### **Noreen Paulsen – Unlicensed Practice Review**

**MOTION:** Julie Ellis moved, seconded by Lillian Nolan, to **approve** the application of Noreen Paulsen for licensure once all other requirements have been met. Motion carried unanimously.

### **Eunice Warren – Discipline Review**

**MOTION:** Lillian Nolan moved, seconded by Peter Kallio, to **approve** the application of Eunice Warren for licensure once all other requirements have been met. Motion carried unanimously.

### **ADJOURNMENT**

**MOTION:** Lillian Nolan moved, seconded by Peter Kallio, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 2:16 p.m.

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

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:  <b>Sharon Henes Administrative Rules Coordinator</b>		2) Date When Request Submitted:  <b>20 November 2014</b>	
		Items will be considered late if submitted after 12:00 p.m. on the deadline date: ▪ 8 business days before the meeting	
3) Name of Board, Committee, Council, Sections:  <b>Board of Nursing</b>			
4) Meeting Date:  <b>11 December 2014</b>	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? <b>Legislation and Rule Matters – Discussion and Consideration</b> <b>1. Update on N 5, 6 Relating to Renewal and Scope of Practice</b> <b>2. Update on N 8 Relating to APNP</b> <b>3. Update on N 7 Relating to Intent of Chapter 7</b> <b>4. Update on Pending and Possible Rulemaking Projects</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?  <input type="checkbox"/> Yes ( <a href="#">Fill out Board Appearance Request</a> ) <input type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed:			
11) Authorization			
<i><b>Sharon Henes</b></i>		<i><b>20 November 2014</b></i>	
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 Policy Development Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

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

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request: Jill M. Remy, Program Manager		2) Date When Request Submitted: 11/26/2014	
		Items will be considered late if submitted after 5 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 8 business days before the meeting for paperless boards</li> <li>▪ 14 business days before meeting for all others</li> </ul>	
3) Name of Board, Committee, Council, Section: Board of Nursing			
4) Meeting Date: 12/11/2014	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Request for Authorization to Admit Students - Carthage College	
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? <input type="checkbox"/> Yes (Fill out Board Appearance Request) <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed: Review, discuss and make motion relating to a request from Carthage College for authorization to admit students; make recommendations as necessary.			
<b>11) Authorization</b>			
Jill M. Remy		11/26/2014	
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 Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

# Wisconsin Department of Safety and Professional Services

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Website: <http://dsps.wi.gov>

## BOARD OF NURSING

### REQUEST FOR AUTHORIZATION TO ADMIT STUDENTS TO A NURSING SCHOOL

After authorization to plan a nursing school is granted by the Board of Nursing to an institution, the institution must submit a request to the Board for authorization to admit students to the nursing school; the application must include all of the following:

- (1) Verification of employment of an educational administrator meeting the qualifications in N 1.08 (2) including the following:
  - Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered
  - Graduate degree with a major in nursing
  - Knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation and either educational preparation or 2 years experience as an instructor in a nursing education program within the last 5 years
  - Current knowledge of nursing practice
- (2) Evidence of faculty meeting the qualifications in N 1.08(3) including the following:
  - A) For Professional Nursing Faculty:
    - Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered
    - Graduate degree with a major in nursing; interprofessional faculty teaching non-clinical nursing courses must have advanced preparation appropriate for the content being taught.
  - B) For Practical Nursing Faculty:
    - Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
    - Baccalaureate degree with a major in nursing.
- (3) School's philosophy and objectives
- (4) Overview of curriculum including all of the following:
  - Content
  - Course sequence
  - Course descriptions
  - Program evaluation plan
  - Course syllabi for the first year and plan for subsequent years
- (5) Verification of establishment of student policies for admission, progression, retention and graduation
- (6) Updated timeline for implementing the program and intended date for entry of the first class

- (7) Verification of students' ability to acquire clinical skills by providing all of the following:
- Letter of intent or contracts from clinical facilities securing clinical opportunities and documentation of the facility type, size, number of beds, and type of patients.
  - Documentation of simulation equipment and experiences.

The Board will make a decision on the application to admit students within two months of receipt of the completed application and notify the institution of the action taken on the application. Once a school receives authorization to admit, the school may begin admitting students while seeking to obtain program approval.

Withdrawal of authorization may occur if the school fails to meet and maintain standards in N 1.08.

**To apply for authorization to admit students, submit the following required items to [dspsexaminationoffice@wisconsin.gov](mailto:dspsexaminationoffice@wisconsin.gov):**

- (1) Form #1114 for each faculty member and for the program educational administrator
- (2) A written proposal addressing items three (3), four (4), five (5) and six (6) above.
- (3) Form #1004 for each clinical facility

**Institution applying for authorization to admit students:**

Name of School: Carthage College

Address: 2001 Alford Park Drive

Kenosha, WI 53140

Nursing Program(s) (ADN, BSN, Other): BSN

Frank D. Hicks  
Nursing Educational Administrator

Frank Hicks

Signature

262.551.6038

Telephone Number

Professor and Director  
Title

November 14, 2014

Date

fhicks@carthage.edu

Email Address

# Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366  
Madison, WI 53708-8366

FAX #: (608) 266-2602  
Phone #: (608) 266-2112

1400 E. Washington Avenue  
Madison, WI 53703

E-Mail: dsps@wisconsin.gov  
Website: dsps.wisconsin.gov

## BOARD OF NURSING

### FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

**New nursing school seeking authorization to admit students:** Completion of this form is required for each faculty member and the educational administrator. This form must be submitted to the Board of Nursing along with the request for authorization to admit students.

**Nursing school approved by the Board of Nursing:** Completion of this form is required for each faculty member and the educational administrator. The form must be kept on file in the school of nursing office and made available to the Board upon request for all faculty members and educational administrators hired by the nursing school.

**Change in educational administrator:** Institutions are required to notify the Board of Nursing within 48 hours of the termination, resignation or retirement of an educational administrator and designate an interim educational administrator (EA) within five (5) business days. Completion and submission of this form is required as part of the notification process.

Faculty/EA Name (Last, First): Hicks, Franklin WI RN License #: 219696

School of Nursing Employed By: CARTHAGE College

Type of Nursing Program(s) (ADN, PN, BSN, etc.): BSN

Position:  Educational Administrator  Faculty

Appointment Effective Date: 09-01-2014

### FACULTY APPOINTMENTS (complete Section A below).

Fully-qualified faculty must have a current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered and a graduate degree with a major in nursing.

#### A. EDUCATIONAL PREPARATION *See 'A', next section*

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor

# Wisconsin Department of Safety and Professional Services

## EDUCATIONAL ADMINISTRATOR APPOINTMENTS

Fully-qualified educational administrator must have current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered, a graduate degree with a major in nursing, knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation and either educational preparation (master's or doctorate degree in nurse education) or at least two (2) years experience as an instructor in a nursing education program within the last five (5) years.

**NOTE:** Applicant must complete Section A below; complete Section B below only if teaching experience is being applied toward the requirements in lieu of an earned master's or doctorate degree in nurse education.

List most recent education preparation and teaching experience first. Attach additional pages as necessary.

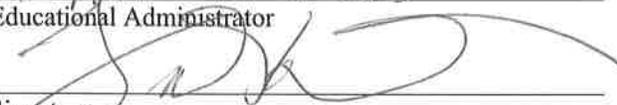
### A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
INDIANA U.	INDpls, IN	5/1980	BSN	Nursing	Sociology
U. IL Chicago	Chicago IL	6/1988	MS	Nursing	—
" "	" "	5/1997	PhD	Nursing	—
U. Michigan	ANN ARBOR	9/2002	Post-Doc	Nursing	Neurobehavior

### B. NURSING INSTRUCTION EXPERIENCE\*

\*Complete this section only if a master's or doctorate degree in nurse education has not been earned and teaching experience is being applied in lieu of a master's or doctorate degree in nursing.

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title
1/1983	5/1983	PT	INDIANA U.	Greene, IN	Clinical Inst
1/1987	3/1988	PT	U. IL Chicago	Chicago IL	Teaching Asst
6/1988	9/1990	FT	PUSH U. CON	Chicago IL	Instructor
9/1990	12/2002	FT	LOYOLA U.	Chicago IL	Asst Prof
12/2002	9/2014	FT	PUSH U. CON	Chicago IL	Assoc Full Prof Assistant Dir

FRANK D HAYS  
 Educational Administrator  
  
 Signature  
262-551-6038  
 Telephone Number

Professor & Director  
 Title  
11/22/2014  
 Date  
fricks@CARTHAGE.edu  
 Email Address

Application to the Wisconsin Board of Nursing for Permission to Admit Students  
Carthage College  
Traditional BSN program  
Kenosha, WI

**I. Verification of Employment of Educational Administrator**

The College has employed **Frank D. Hicks, PhD, RN**, as the inaugural director of the School of Nursing. Dr. Hicks has a BSN from Indiana University, a MS and PhD in Nursing Sciences from the University of Illinois at Chicago, and completed a federally funded post-doctoral fellowship in nursing and neurobehavior at the University of Michigan School Of Nursing. He was on the faculty at Loyola University School of Nursing for 12 years, where he taught primarily in the accelerated and PhD programs. For the last 12 years, he has held faculty and administrative positions at Rush University College of Nursing, where he was Professor of Adult Health and Gerontological Nursing and the Assistant Dean for Academic Affairs. Dr. Hicks was responsible for the development and implementation of the Generalist Entry Master's (GEM) program. Thus, he is very familiar with the requirements and needs a pre-licensure program has from educational, regulatory, and accreditation viewpoints. The recipient of numerous awards from students and colleagues alike, Dr. Hicks is an experienced nursing educator. He was recently recognized with the Educator of the Year Award for Rush University, and was selected as an Illinois Board of Higher Educating Nurse Educator Fellow. Dr. Hicks will be responsible for overseeing program development and planning, as well as curriculum and course development, implantation, and evaluation. Additionally, he will be responsible for the recruitment and development of the faculty and all aspects of the students nursing education experience. Dr. Hicks is licensed as a Registered Professional Nurse in the states of Illinois (041-201266) and Wisconsin (219696).

**II. Evidence of Provision of Faculty Meeting Qualifications**

To adequately staff the BSN program, we estimate hiring a total of 5.5 Full-Time Equivalents (including the Educational Administrator, who will carry teaching responsibilities), a director of simulation and the learning laboratory, and 9 clinical instructors. Faculty recruitment will begin as soon as the board gives us permission to admit. An additional faculty and a director of skills lab and simulation will be recruited during spring term 2015 to assist with further curriculum and course development for the nursing major's clinical sequence, which will begin in spring term of 2017. Specifically, faculty will assist the director in developing the psychomotor skills laboratory and the simulation curriculum and laboratory. Our plan will be to bring the faculty in the term prior

to the beginning of their teaching assignment to become oriented as faculty at Carthage and to participate in the development of their courses.

To be eligible for hire, nursing faculty will be required to hold an unencumbered, current, and active registered nurse license in the State of Wisconsin, and a graduate degree with a major in nursing. Recruitment will take place through advertising in professional journals (e.g., Journal of Nursing Scholarship, Journal of Nursing Education) and through professional organizations such as the American Association of Colleges of Nursing, the American Nurses' Association, and the National League for Nursing. We will also take out advertisements in regional newspapers, as well as through the Wisconsin League of Nursing and the Association of Nurse Educators of Wisconsin (ANEW). Additionally, we will reach out to universities in the state that offer the PhD or DNP to recruit students about to graduate from these programs. We will target these advertisements to specific needs relative to nursing specialties (i.e., psychiatric/mental health nursing, maternity nursing, etc.) as appropriate. Our goal will be to employ a diverse cadre of faculty, who come from underrepresented minorities in nursing (including men). When qualified applicants are identified, they will come to the College to meet with key stakeholders. Faculty applicants will be expected to make a presentation on their teaching philosophy or an innovative teaching approach. We will hire the most competitive applicants from the pool of interviewees.

*Proposed Hiring Timeline*

Position	Hire Date	Responsibilities	Qualifications
Inaugural Faculty (tenure eligible)	Spring, 2016	Assist director with finalizing program policies, course design for NSG 2012 and NSG 2010; Assist with design and set-up of laboratory and simulation program; assist with hiring of subsequent faculty	MSN required, doctorate preferred, CNE certification desired; broad clinical background; teaching experience in baccalaureate program preferred; must be RN in state of WI
Director of Sills Laboratory and Simulation (staff)	Spring 2016	Take the lead for designing and setting up learning laboratory; purchase necessary equipment and supplies; in conjunction with faculty, design laboratory and simulation learning experiences.	MSN required; previous experience as laboratory manager; experience with clinical simulation; must be RN in state of WI
Clinical Faculty (3)	Fall, 2016	Collaborate with faculty and director in designing and implementing the clinical experiences for the first clinical rotation; plan and execute clinical learning experiences; participate in development and implementation of laboratory and simulation experiences; supervise and evaluation students.	MSN required, doctorate preferred; clinical experience appropriate to the clinical area in which they will teach; previous clinical

			teaching experience preferred; must be RN in state of WI
1 Adult Health Faculty (tenure eligible)	Spring, 2017	Design and implement the adult health courses in conjunction with faculty; teach a clinical section; design laboratory/simulation/clinical experiences; collaborate with other faculty in designing/implementing/evaluating the curriculum;	Doctorate or in doctoral program; MSN required. Clinical background appropriate to clinical area; certification; RN in state of WI
1 Maternal-Child Faculty (tenure eligible)	Spring, 2017	Design and implement the adult health courses in conjunction with faculty; teach a clinical section; design laboratory/simulation/clinical experiences; collaborate with other faculty in designing/implementing/evaluating the curriculum;	Doctorate or in doctoral program; MSN required. Clinical background appropriate to clinical area; certification; RN in state of WI
1 Clinical Faculty for Adult  AND  1 Clinical Faculty for Children	Spring or summer of 2017	Collaborate with faculty and director in designing and implementing the clinical experiences for the first clinical rotation; plan and execute clinical learning experiences; participate in development and implementation of laboratory and simulation experiences; supervise and evaluation students.	MSN required, doctorate preferred; clinical experience appropriate to the clinical area in which they will teach; previous clinical teaching experience preferred; must be RN in state of WI
1 Psychiatric-Community Health Faculty (tenure eligible)	Fall, 2017	Design and implement the adult health courses in conjunction with faculty; teach a clinical section; design laboratory/simulation/clinical experiences; collaborate with other faculty in designing/implementing/evaluating the curriculum;	Doctorate or in doctoral program; MSN required. Clinical background appropriate to clinical area; certification; RN in state of WI

Position	Hire Date	Responsibilities	Desired Qualifications
1 Clinical Faculty for Psych  AND  1 Clinical Faculty for Maternity	Fall, 2017	Collaborate with faculty and director in designing and implementing the clinical experiences for the first clinical rotation; plan and execute clinical learning experiences; participate in development and implementation of laboratory and simulation experiences; supervise and evaluation students.	MSN required, doctorate preferred; clinical experience appropriate to the clinical area in which they will teach; previous clinical teaching experience preferred; must be RN in state of WI
1 Acute Care/Leadership faculty (tenure eligible)	Spring, 2018	Design and implement the adult health courses in conjunction with faculty; teach a clinical section; design laboratory/simulation/clinical experiences; collaborate with other faculty in designing/implementing/evaluating the curriculum;	Doctorate or in doctoral program; MSN required. Clinical background appropriate to clinical area; certification; RN in state of WI
1 Clinical Faculty for Acute	Spring, 2018	Collaborate with faculty and director in designing and implementing the	MSN required, doctorate preferred;

<p>AND</p> <p>1 Clinical Faculty for Community</p>		<p>clinical experiences for the first clinical rotation; plan and execute clinical learning experiences; participate in development and implementation of laboratory and simulation experiences; supervise and evaluation students.</p>	<p>clinical experience appropriate to the clinical area in which they will teach; previous clinical teaching experience preferred; must be RN in state of WI</p>
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### III. School of Nursing Philosophy, Conceptual Themes, and Objectives

#### Philosophy

This program’s philosophy derives from current philosophical and theoretical thinking in the discipline of nursing. This philosophy sets forth the beliefs and values of the nursing faculty regarding humans, environment, health, nursing, and nursing education.

Nursing is both a practice discipline and an intellectual endeavor. In concert with the American Nurses’ Association, we espouse the belief that nursing is a human science, whose phenomena of concern are the protection, promotion, optimization, and restoration of human health and abilities; the prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of individuals, families, communities and populations (American Nurses’ Association, 2013). The practice of professional nursing is the application of its science.

Humans are unique and multi-dimensional beings in constant interchange with their environments. This interchange results in observable patterns of responses and behaviors that may be physiological, psychosocial, cultural or spiritual in nature. These patterns of responses are the focus of the discipline’s scientific inquiry and its professional practice.

Environments exist as internal and external phenomena generated from physical, socioeconomic, and political forces, which contribute to the generation of human health patterns.

Health is both a social construction and an individual perception that is influenced by sociocultural values and norms. The essence of health is a sense of optimal wellbeing and includes a good death.

Nursing education is a process whereby the science, art, norms, values, processes, and standards of professional nursing are inculcated in the student. Faculty views the teaching-learning process as an interactive and collaborative relationship with students, who are viewed and valued as junior colleagues. Faculty is responsible for creating and

supporting a positive and inspiring learning environment. Students are accountable for and expected to engage in the learning process.

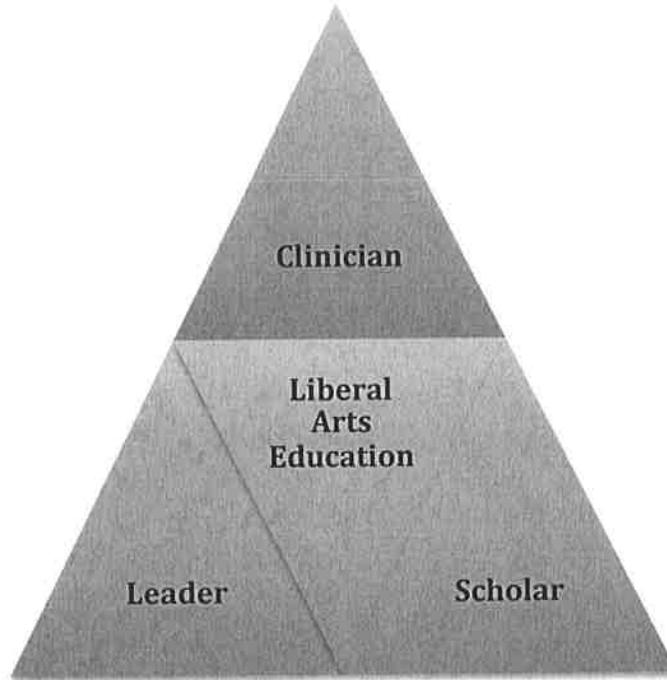
Faculty believe that a broad, liberal education is the essential core for developing a nursing professional who seeks truth through life-long learning, has the fortitude to engage in a practice informed by science and grounded in ethical principles, and who accepts the responsibility to strive for social justice and advocate for the just and responsible allocation of health care across the continuum of care. Hence, the graduates of Carthage's nursing program fulfill the College's mission to seek truth, build strength, and inspire service — together.

### Curricular Framework

The framework is derived from a synthesis of the program's philosophy, current nursing education standards (AACN, 2008) and research (Benner, 2010). The curriculum prepares generalist nurses in three broad role components: scholar, leader, and clinician. These roles emerge from a core of liberal arts and science education, which allows the graduate to draw upon and synthesize a wide range of theories, ideas, values, and considerations that are then applied to their practice as professional nurse. It is the liberal education that assists the graduate with higher-order thinking abilities, such as application, analysis, synthesis, and integration. Broad conceptual themes under each role describe the competencies expected of each graduate of the Carthage program.

- A. Scholar
  - a. Evidence-based practice
  - b. Life-long learning
  - c. Information management
  - d. Critical thinking
- B. Leader
  - a. Inter-professional collaboration
  - b. Safety and quality improvement
  - c. Innovation
  - d. Team development and management
  - e. Microsystem management
- C. Clinician
  - a. Therapeutic use of self
  - b. Clinical judgment and decision-making
  - c. Technical proficiency
  - d. Risk reduction
  - e. Family-centered and culturally appropriate care
  - f. Ethics and professional values

### ***Curricular Framework Model***



Hence, upon graduation from the BSN program at Carthage College, the graduate will demonstrate the attainment of the following terminal program objectives:

1. Synthesize a liberal arts and science education as a foundation for professional nursing practice.
2. Apply models of clinical and ethical reasoning to ensure safe, holistic, and culturally appropriate nursing care.
3. Establish and maintain effective and collaborative therapeutic and inter-professional relationships.
4. Employ leadership behaviors that ensure health care safety and quality.
5. Utilize a scholarly approach in applying best evidence to health care practices.
6. Apply information technologies in planning and evaluating health care outcomes.
7. Demonstrate professional values as a basis for humanistic nursing practice.
8. Obtain an educational foundation for advanced study and life-long learn

#### **IV. Curriculum Overview**

- A. Content –The proposed BSN program requires 140 credits to graduate. Clinical nursing courses (NSG 2012, 3012, 3014, 3020, 3022, 4020, 4022, and 4026) will include laboratory, simulation, and clinical time. Each of these courses has variable laboratory and simulation time, but all clinical rotations will be 16 hours per week over seven weeks (112 hours per rotation) with the exception of NSG 2012, the first clinical course. This clinical spans 14 weeks, 16 hours per week

and includes laboratory and clinical experiences. The final clinical course, Clinical Synthesis, provides a total of 360 hours (240 hours of direct care and 120 hours of indirect care). The total number of clinical hours for the program is 1200. See section VI for further description of proposed simulation learning.

The nursing faculty will create a cutting edge curriculum that is concept-based and competency focused, and which incorporates AACN's Essentials for Baccalaureate Education, the Quality and Safety Education for Nurses curriculum, as well as IPEC (inter-professional), TIGER (Informatics), Geriatric, and genetics/genomics competencies. Foundational concepts and themes will be introduced in the first clinical course and applied in subsequent didactic and clinical courses across the curriculum.

At the core of Carthage's nursing program is the solid liberal arts and science education for which the College is known. This core affords the nursing students to have a common educational experience with other students in varying disciplines. Since writing is an important skill to develop for professional practice, Carthage College requires two courses to be identified within the major as Writing Intensive (WI). In conjunction with the Western Heritage courses, the WI courses solidify the students' abilities. In the nursing major, the WI courses are the NSG 1050 course (in the J-term of their Freshman year) and in either the Quality Assurance course (NSG 3015) or the Clinical Scholarship course (NSG 3024). The final determination as to where this is best placed will be made once faculty is on-boarded.

The following additional courses are required of all Carthage Students and are integral to the liberal arts curriculum:

### **Foreign Language**

All students must complete the equivalent of two terms of a foreign language. Students may test out of a language, but will be required to take the succeeding course that would normally follow the level at which they received credit. In this case, a student would have an additional 3 credits that would need to be made up in electives.

### **Global Heritage (GH)**

While Western Heritage I and II (see course descriptions) cover the roots of European cultural traditions, Global Heritage courses study non-Western traditions that are also a rich and important part of the human heritage. Students select from a variety of courses offered each semester. Global Heritage courses allow students to engage with core ideas, values, texts, and traditional sources of authority of non-Western traditions. These courses encourage examination of the ongoing conversation between non-Western traditions and contemporary life, and explore concepts of cultural identity! The Global Heritage requirement may be completed by courses taken either on campus or through off-campus study. In either case, courses satisfying this requirement are

approved by the Global Heritage Oversight Committee and are so designated in the course schedule.

### **Carthage Symposium (CS)**

As part of their core requirements, all students must complete one Carthage Symposium, ideally taken during the sophomore or junior year. Each course is interdisciplinary in nature. In CS courses, students learn to approach an issue through multiple disciplinary approaches in order to understand how distinctive methodologies and conceptual frameworks of discrete disciplines uncover the strengths and possible biases in describing, explaining, and evaluating reality and the human condition. Students can satisfy the Carthage Symposium requirement in one of two ways: one course (4 credits) or a set of two linked courses (usually 8 credits) that provide an integrative learning experience. Instructors from two departments or two divisions offer interdisciplinary classes that are designated as CS classes. All classes are completed in one term (fall, J-Term, or spring, including specially designed study tours). The purpose of the Carthage Symposium requirement is to foster a community of integrative thinkers among the students and the instructors. Carthage Symposium Oversight Committee approves the courses that satisfy the Carthage Symposium requirement.

### **Exercise Science**

All students pursuing graduation are required to participate in and pass two physical education experiences within the Exercise and Sport Science Department. The first is EXS 0010 Concepts of Physical Fitness (1 credit). This is a 7-week lecture/laboratory experience that presents basic knowledge and methods relevant to maintaining and developing good health, fitness, and overall wellness. Additionally, all students are required to pass a seven-week 1-credit elective in some area of physical exercise or sports.

### **Electives:**

Students will be required to have a sociology elective (i.e., introduction to sociology, social problems, sociology of health and illness, or social anthropology), and one elective each from the humanities, fine arts, and religion.

## B. Course Sequence

Fall Term	Spring Term	January Term
<b>Freshman Year</b> BIO 1050 Phage Hunters I  COR 1100 Western Heritage I  CHEM 1010 General Chemistry I  Sociology Elective	BIO 2010 Anatomy & Physiology for the Health Professions I  REL 1000 Understanding Religions  COR 1110 Western Heritage II  CHEM 1020 General Chemistry II	NSG 1050 Contemporary Professional Nursing
<b>Sophomore Year</b> BIO 2011 Anatomy & Physiology for the Health Professions II  PYC 2850 Child Development  Religion Elective Foreign Language	NSG 2010 Human Patterns of Injury, Disease, and Infection  NSG 2012 Human Health & Environment Patterns  PYC 3850 Adult and Aging Development Foreign Language	
<b>Junior Year</b> NSG 3010 Therapeutic Modalities in Nursing Practice  NSG 3012 Common Patterns in Adult Health  NSG 3014 Common Patterns in Children's Health  MTH 1050 Elementary Statistics	NSG 3015 Assuring Quality and Safety in Health Care Environments  NSG 3020 Patterns of Mental Health  NSG 3022 Patterns of Birthing and Parenting  NSG 3024 Clinical Scholarship: Applying evidence to improve health outcomes	Nicaragua Trip or Similar Global Heritage Experience
<b>Senior Year</b> NSG 4020 Population-based and Global Health Care  NSG 4022 Complex Health Patterns Exercise Science I Global Heritage Humanities	NSG 4024 Leading Systems of Care: Improving Health Outcomes  NSG 4026 Advanced Clinical Synthesis and Capstone NSG 4010 Hospice & Palliative Care  Fine Arts Exercise Science II	Carthage Symposium

### **C. Course Descriptions:**

#### **REL 1000 Understandings of Religion (4cr)**

A study of the religious dimension in the lives of individuals, communities, and cultures. Students will explore understandings of religion and roles of religion, along with commonalities and differences in expression of religion. This will be accomplished by examining topics such as God, scripture, ritual, values, ethical issues and cosmology, as expressed within several specific religious traditions, including Judaism and Christianity.

#### **COR 1100 The Intellectual History of Western Heritage I (WI) (4cr)**

In Western Heritage I, key texts are used to illustrate how themes and ideas develop over the course of Western philosophy political thought, spirituality, science, and literature. Texts are read and discussed in seminar with a sense of chronology to reveal how thinkers over time have borrowed from, adapted, and challenged ideas from preceding generations. Course themes may include Justice, Love, Happiness, the One and the Many, Order and Disorder, or Faith and Reason. Students will examine course texts in relation to this theme through commentary provided in the Western Heritage Guide, supplemented from time to time with field trips, guest speakers, and experts on campus.

#### **COR 1110 The Intellectual History of Western Heritage II (WI) (4cr)**

As a continuation of Western Heritage I, course seminars develop the semester-long conversation begun in the fall, where the ideas of the ancient world come to be read against the emerging intellectual worlds of the Renaissance, Enlightenment, and our modern era. As the range and treatment of ideas from different fields and time periods proceeds the course draws together the divergent strands that compose the complex history of Western thought. Students continue to examine course texts in relation to the theme through commentary provided in the Western Heritage Guide, supplemented from time to time with field trips, guest speakers, and experts on campus.

#### **BIO 1050 Phage Hunters I (4cr)**

The Phage Hunters I course is a lecture/lab combined course, which provides freshman students with a hands-on original research experience. Research will focus on bacteriophages, rapidly evolving viruses that infect specific bacteria. Students will isolate new bacteriophages from the environment and characterize these phage using modern molecular biology and microbiology techniques.

#### **CHM 1010 General Chemistry I (4cr)**

The basic principles and concepts of chemistry, including atomic structure, formulas and equations, gas laws, and periodic classification of the elements. Lecture and laboratory.

**CHM 1020 General Chemistry II (4cr)**

A study of chemical and ionic equilibria, kinetics, electrochemistry, thermodynamics, and acid-base chemistry. Lecture and laboratory. Prerequisite: Chemistry 1010

**BIO 2010: Anatomy and Physiology for Health Professionals I (4cr)**

This course, the first in a two-part sequence, is designed to allow the learner to explore foundational concepts of human anatomy and physiology. The course emphasizes the integration of anatomical structure with physiologic function and processes. This course includes a laboratory.

**BIO 2011: Anatomy and Physiology for Health Professionals II (4Cr)**

This course is the second in a two-part sequence, is designed to allow the learner to explore foundational concepts of human anatomy and physiology, focusing on the selected body systems. The course emphasizes the integration of anatomical structure with physiologic function and processes. This course includes a laboratory.

**PYC 2850 Developmental Psychology (4cr)**

A study of behavioral changes during the first years of life through adolescence and of the important theories and models about these changes. Physical, language (normal and atypical), cognitive, and socio-emotional changes will be considered with specific emphasis on the practical significance of these changes for educators and others.

**PYC 3850 Adult Development and Aging (4cr)**

The psychology of adult development and the processes of aging will be studied. Theories and empirical study of adult functioning during the contemporary long lifespan will be considered, including the cognitive, social, emotional and physical domains. Practical implications for the education and societal care of a growing population of middle-aged and aging persons will be emphasized. Prerequisite: PYC 2850

**MTH 1050 Elementary Statistics (4cr)**

Methods of determining averages, variability, and correlation, and of testing the significance of the statistics, prediction, and distribution free statistics.

**NSG 1050: Contemporary Professional Nursing (4cr)**

Historical, theoretical and ethical underpinnings of the discipline, as well as professional standards that guide practice, are used to assist the learner in understanding nursing as a scientific discipline and a social phenomenon, and in developing a personal philosophy to guide professional nursing practice. This is the first writing intensive courses in the nursing major.

**NSG 2010: Human Health Patterns of Injury and Disease (4cr)**

This course presents concepts of pathophysiology and microbiology as a foundation for understanding the physiological basis of disease and infectious processes. Common alterations in physiological processes and their resulting symptom clusters and human

responses are explored and applied in clinical scenarios. Integration of previous knowledge in anatomy and physiology, and the ability to interpret laboratory results and their underlying meaning is emphasized. This course also presents fundamental concepts of clinical microbiology.

**NSG 2012: Human Health and Environment Dynamics (4cr)**

Conceptual foundations for nursing practice are explored within the framework of the nursing process. Therapeutic communication, diagnostic reasoning, and clinical judgment processes are emphasized and applied to common clinical scenarios. Concepts and skills of health assessment are introduced. The role of the professional nurse in advancing human health is presented. This course has both laboratory and clinical practicum components that assist in the application of the didactic content. Approximately 56 hours will be devoted to laboratory experiences, and 168 hours will be devoted to clinical experiences.

**NSG 3010: Therapeutic Modalities in Nursing Practice**

This course presents concepts of pharmacology, including kinetics and dynamics of drug activity. A prototype approach is used to explore the action, reaction, interaction and side effects of common drugs across the lifespan. Concepts of genetics and genomics are applied to pharmacological principles. This course also presents concepts of normal nutrition, including an introduction to its underlying biochemistry and application of nutritional knowledge in health and ill populations. Clinical nutrition is emphasized.

**NSG 3012: Common Health Patterns in Adult Health**

This course presents concepts and strategies for planning and evaluating nursing care in adults with common health care issues. Diagnostic reasoning and clinical judgment are emphasized to assist the learner in integrating and applying knowledge of human health patterns. Application of the concepts learned in the course occurs within the context of the clinical practicum.

**NSG 3014: Common Health Patterns in Children's Health**

This course presents strategies for planning and evaluating nursing care in children with common health care issues. Diagnostic reasoning and clinical judgment are emphasized to assist the learner in integrating and applying knowledge of human health patterns. Application of the concepts learned in the course occurs within the context of the clinical practicum.

**NSG 3015: Assuring Quality and Safety in Health Care Environments**

This course uses the Quality and Safety Education Network (QSEN) as a framework for exploring quality and safety issues in health care. The nurses role in assessing and improving quality at the point of care is emphasized. Models of quality improvement are introduced.

**NSG 3020: Patterns of Mental Health**

This course presents strategies for planning and evaluating nursing care of adults and children with common mental health and psychiatric issues. Diagnostic reasoning and clinical judgment are emphasized to assist the learner in integrating and applying knowledge of human health patterns. Application of the concepts learned in the course occurs within the context of the clinical practicum.

**NSG 3022: Patterns of Birthing and Parenting**

This course presents strategies for planning and evaluating nursing care in women who are pregnant and/or mothering, and their newborn. Health promotion and prevention of common maternal-newborn complications is explored within a family-centered context. The nurse's role in promoting healthy parenting is explored. Diagnostic reasoning and clinical judgment are emphasized to assist the learner in integrating and applying knowledge of human health patterns. Application of the concepts learned in the course occurs within the context of the clinical practicum.

**NSG 3024: Clinical Scholarship: Applying Evidence to Improve Health Outcomes**

This course introduces the learner to the methods for developing and applying nursing knowledge through the research process and data synthesis. Evaluating the relevance of research and the process of applying research to practice are emphasized.

**NSG 4020: Population-based and Global Health Care**

This course presents strategies for planning and evaluating nursing care in groups, aggregates, communities, and populations. Health promotion and disease prevention is emphasized. The ecological model is used as the organizing framework for this course. The nurse's role in promoting healthy communities is explored. Diagnostic reasoning and clinical judgment are emphasized to assist the learner in integrating and applying knowledge of human health patterns. Application of the concepts learned in the course occurs within the context of the clinical practicum.

**NSG 4022: Complex Health Patterns**

This course presents strategies for planning and evaluating nursing care in complex health care situations across the lifespan and the continuum of care. The nurse's role in the coordination of care is emphasized. Diagnostic reasoning and clinical judgment are emphasized to assist the learner in integrating and applying knowledge of human health patterns. Application of the concepts learned in the course occurs within the context of the clinical practicum.

**NSG 4024: Leading Systems of Care: Improving Health Outcomes**

Conceptual foundations of leadership theory are presented. The nurse's role as leader and collaborator of health care teams is emphasized. The processes of change, delegation, supervision, and system improvement are explored as fundamental characteristics of nursing leadership.

### **NSG 4026: Advanced Clinical Synthesis and Capstone (Senior Thesis)**

This course provides the learner with an opportunity to synthesize knowledge gained in the program and begin the transition from student to professional nurse. Students will have the opportunity to explore an area of practice that suits their professional goals. The course culminates in the development and presentation of a capstone project (i.e., research or quality improvement project) that aligns with the student's area of clinical interest.

### **NSG 4010: Hospice and Palliative Care (Open to non-majors)**

This inter-professional course provides the learner with the fundamental concepts required to care for individuals and families at the end of life. Opportunities are provided to apply these concepts in the clinical area and or in simulated environments.

#### **D. Program Evaluation Plan (see Appendix A).**

The CCNE Accreditation Standards is used as the framework for the comprehensive and systematic programmatic evaluation.

#### **E. Course Syllabi for First Year (see Appendix B)**

### **V. Admission, Progression, and Graduation Policies.**

#### **A. Admission Policies**

Admission to the nursing major is competitive. Meeting minimum requirements does not guarantee admission to the program. Only those students who show evidence of having potential to complete the program will be admitted. Students may be admitted as entering freshmen, through the delayed admission program, or as transfer students.

#### *New Freshman*

Freshman applying to Carthage College may be directly admitted to the nursing major if they meet the following minimum entry criteria:

- A. ACT or SAT-I score showing competitive aptitude.
- B. High school GPA of 3.2 or higher on a 4.0 unweighted scale.
- C. As a minimum, students will have completed the following courses in high school:
  - a. 4 units of English, including composition
  - b. 1 unit of algebra
  - c. 1 unit of geometry
  - d. 1 unit of biology
  - e. 1 unit of chemistry
- D. Maintains a cumulative GPA of 3.0 or higher during the first three terms of the nursing program.

### *Delayed Admission*

Students who have enrolled at Carthage College but have not been admitted to the nursing major may apply for transfer into the nursing program upon satisfaction of the following criteria:

- A. Meets all admission requirements of Carthage College.
- B. Completion of nursing program application.
- C. Minimum cumulative GPA of 3.0 or higher at the time of application to the nursing major
- D. All college-level course work must have a minimum grade of C or better. A C-minus or less is not acceptable in any course.
- E. Completion of the following courses with C or better:
  - a. Human Anatomy and Physiology I and II or equivalent
  - b. Introduction to Biology or equivalent
  - c. General Chemistry I and II or equivalent
  - d. Introduction to Religion or equivalent
  - e. Child and Adolescent Developmental Psychology or equivalent
  - f. COR 1100 and 1110 (Western Heritage I & II) or equivalent
  - g. Meets foreign language requirement
- F. No course may be repeated more than once. The most recent grade will be used in the calculation of the GPA.

### *Transfer Students*

A limited number of transfer students will be considered for admission to the clinical sequence. Transfer students will be considered for admission if they meet the following minimum criteria:

- A. Meets all admission requirements of Carthage College.
- B. Completion of nursing program application.
- C. Minimum cumulative GPA of 3.0 or higher at the time of application to the nursing major
- D. All college-level course work must have a minimum grade of C or better. A C-minus or less is not acceptable in any course.
- E. Completion of the following courses with C or better:
  - a. Anatomy and Physiology I and II or equivalent
  - b. Introduction to Biology or equivalent
  - c. General Chemistry I and II or equivalent
  - d. Introduction to Religion or equivalent
  - e. Child and Adolescent Developmental Psychology or equivalent
  - f. No course may be repeated more than once. The most recent grade will be used in the calculation of the GPA.
  - g. Admission is dependent upon completion of the following courses with C or better before beginning the clinical sequence: COR 1100 and 1110 (Western Heritage I & II) or equivalent; meets foreign language requirement.

## B. Progression

- A. Students are required to maintain a cumulative GPA of 2.75 or better for the duration of their program. A student who falls below the required cumulative GPA will have one term to raise the GPA.
- B. Students who are unable to raise their cumulative GPA to 2.75 or better may be dismissed from the program.
- C. All courses must be passed with a grade of C or better. C-minus is not a passing grade in the nursing program.
- D. Students must receive a 'pass' for all clinical practicums.
- E. If a student gets less than a C in a didactic course, or if they receive a 'no pass' for the clinical practicum, they will not be able to progress in the program.
- F. Students who receive less than a C or a 'no pass' for a didactic course will be allowed to repeat the course one time. For clinical courses, both the didactic and clinical portions must be repeated regardless if the clinical or the didactic were previously passed.
- G. A student who receives a second non-progressing grade in any successive didactic or clinical course may be dismissed from the program.

## C. Graduation

To be eligible for graduation, all students must meet the following criteria:

- A. A final cumulative GPA of 2.75 or greater.
- B. Received a minimum of a C in all courses in the curricular plan and a passing grade in all clinical practicums.
- C. Submission and acceptance of a final Senior Thesis (i.e., Capstone).
- D. Satisfy all financial encumbrances to the College.

## VI. Verification of Students' Abilities to acquire clinical skills

- A. Letters of support (see Appendix C).
  
- B. Documentation of Simulation Equipment and Experiences

Carthage College has budgeted money for an adult and pediatric simulators. The simulation center will likely be housed in the new addition to the science building, which is due for completion in January 2015. The Psychomotor Skills lab will likely be housed in the same or adjacent space. Purchasing of simulation equipment will commence once the Board of Nursing gives us permission to admit students. At this juncture, we do not anticipate using simulation to replace any clinical experience. Rather, our philosophy is to use simulation to supplement clinical learning. The use of a simulator is only one method of employing simulation experiences. We will also use standardized patients as another way of providing simulated experiences. The Theater Department at Carthage will be the source of the patient actors for these experiences. Patient actors can be used not only in assisting the nursing students to learn their assessment, communication, and other skills, but also to simulate situations in which family/significant others are involved in care scenarios. Patient actors can also be

deployed to assist nursing students at becoming adept with patient/family de-escalation, 'breaking bad news', and dealing with death and dying scenarios..

C. Plan for Deployment of Students in Clinical Areas.

The curriculum was developed with an average clinical group size of eight students. Thus, anticipating that 32 students will begin the clinical sequence in the spring term of the sophomore year, we will have a need for 4 clinical units in that term. Kenosha Hospital/St. Catherine's will be the primary sites for that clinical rotation. Subsequent clinical experiences will be 7 weeks (16 hours per week) in duration with 2 clinical groups per rotation. Students will rotate every 7 weeks between the prescribed clinical rotations. Thus, each clinical rotation would require 2 sites per course. It should be noted that we aim to expose students to the widest range of experiences possible across the continuum of care, even with the first clinical. For example, because much of psychiatric nursing is occurring in community-based and/or outpatient locations, students will be deployed to these areas for some of their psychiatric experiences. We will not rely solely on in-patient experiences. This will be true of pediatric experiences, as well. Given the resources provided by United Health system (2 acute care hospitals), the Wheaton Franciscan system (one acute care hospital), the Kenosha County Health Department (numerous mother-baby, children, and psychiatric opportunities), and Home Health Hospice, we will be able to amply provide strong and relevant clinical experiences for the Carthage nursing students. Deployment of students would look something similar to the table below:

Deployment of Students in Clinical Areas

Course	Clinical Sites
NSG 2012 4 groups total	Kenosha Hospital (2 groups) Saint Catherine's (2 groups)
NSG 3012 (Adult) 2 groups for 7 weeks.	Kenosha Hospital Saint Catherine's Kenosha County Health
NSG 3014 (Children) 2 groups for 7 weeks	United Health Saint Catherine's Kenosha County Health
NSG 3020 (Mental Health) 2 groups for 7 weeks	Saint Francis Kenosha County Health
NSG 3022 (Maternity) 2 groups for 7 weeks	Kenosha Hospital St. Catherine's Kenosha County Health
NSG 4020 2 groups for 7 weeks	Kenosha County Health Alliance Hospice
NSG 4022 2 groups for 7 weeks	United Health St. Catherine's

The final clinical experience, Advanced Clinical Synthesis, will utilize various sites based on the students' areas of interest and faculty recommendation. We plan on utilizing RN preceptors for this transition experience, and utilizing all shifts, thus diffusing students across multiple clinical sites and shifts.

We anticipate this program will grow quickly, but given faculty and clinical resources, we do not anticipate the program be larger than 48-50 students. It is reasonable to expect that additional faculty and clinical sites could be found to accommodate this number of students, as it would only mean 2 additional sections of clinical per cohort. However, we would not expand the program until after the first cohort had graduated and taken NCLEX and we receive final approval from the Board of Nursing.

#### **VII. Updated Timeline for Implementation and Anticipated Date of Entry**

- A. December 11, 2014: Anticipated WBON approval
- B. January – March, 2015: Anticipated Higher Learning Commission approval to offer BSN
- C. April – June, 2015: Student recruitment (internal and external)
- D. April – June 2015: Begin initial faculty recruitment process
- E. September 2015: First cohort of nursing students begin as freshman
- F. January 2016: First non-clinical nursing course, NSG 1050, offered
- G. September – November: Initiate internal/external transfer process for additional 8 students
- H. February 2017: Begin first clinical nursing course with 32 students.

**APPENDIX A**  
**COMPREHENSIVE PROGRAMATIC EVALUATION PLAN**

Appendix A Carthage College Nursing Systematic Evaluation Plan

Standard CCNE	Key Elements CCNE	Accountability	Frequency of Review	Methods/Documents to be Reviewed	Level of Achievement
<p><b>Standard 1</b> Program Quality, Mission and Governance.</p>	<p>I-A <u>Mission/Goals/Expected Outcomes are consistent with parent institution and relevant professional nursing standards and guidelines for preparation of nursing professionals</u> I-B <u>The mission/goals/expected outcomes are reviewed periodically and revised to reflect professional nursing guidelines and needs/expectation of the community of interest.</u></p>	<p>Provost Director of Nursing Nursing Advisory Board Nursing Faculty</p> <p>Director of Nursing Nursing Advisory Board Nursing Faculty</p>	<p>Annually</p> <p>Annually</p>	<p>Carthage Strategic Plan/Mission Statement Nursing program philosophy and mission statement. Cross-walk of the two mission statements. AACN BSN Essentials.</p> <p>Nursing program philosophy and curriculum framework; curriculum scan document; Review of aforementioned documents by faculty and advisory board</p>	<p>Documents will be consistent; cross-walk demonstrates congruence.</p> <p>Review results in consensus that the program's mission/goals/expected outcomes are consistent with current community expectations and professional standards. Minutes of said groups will reflect this.</p>
	<p>I-C <u>Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations</u></p>	<p>Director of Nursing Chair, College promotion and tenure committee; Provost</p>	<p>Annually</p>	<p>Nursing faculty position statements; faculty annual evaluations; minutes of P&amp;T committee meetings.</p>	<p>All faculty will have development plans in their annual evaluation that addresses expected faculty outcomes. Position descriptions will be kept on file; descriptions and expectations will be consistent with P&amp;T guidelines.</p>

Standard CCNE	Key Elements CCNE	Accountability	Frequency of Review	Methods/Documents to be Reviewed	Outcomes/Process Improvement
Standard I continued	I-D Faculty and students participate in program governance.	Director of Nursing Nursing Faculty Students	Annually	Documentation of student elections to departmental committees (minutes, committee rosters).	Minutes will reflect committee membership on relevant departmental committees and will be consistent with Carthage governance structure
	I-E Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	VP for College Communications; Director of Nursing	Annually, and as needed as program changes dictate	College Web page; written materials used in advertising the program; description of the formal process for communicating relevant changes.	All web-based and written communication will be consistent and up-to-date. The plan clearly reflects processes used to inform constituencies of changes.
	I-F Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission/goals/expected student outcomes	Director of Nursing Provost Nursing Faculty	Annually and as needed as program changes occur	Admission, Progression, and Graduation policies for the college and the department; departmental minutes; faculty senate minutes.	Policies will be consistent; variances will be documented and rationale given if there is a departure in the policies.

Standard CCNE	Key Elements CCNE	Accountability	Frequency of Review	Methods/Documents to be Reviewed	Level of Achievement
Standard II Program Quality: Institutional Commitment and Resources	II-A Fiscal and physical resources are sufficient to enable the program to fulfill its mission/goals/and expected outcomes. Adequacy of resources if reviewed periodically and resources are modified as needed	President Provost Director of Nursing	Quarterly	Nursing department budget; communication between Provost and Director; Results of quarterly review of resources by director and faculty (departmental minutes).	The nursing department will evidence sufficient fiscal and physical resources to adequately run the nursing program, including laboratory and simulation space.
	II-B Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	VP of Student Life and Dean of Students Associate Provost Freshman Advisors Nursing Advisors Director of Nursing	Annually	Minutes from Advisors' Meetings, Minutes of student council meetings, faculty meeting minutes; memorandum between VP of Student Services, Financial Aid, Admissions; Survey of student satisfaction with Academic Support services Director's CV	Minutes and communications will show adequacy of student support; student evaluations will show a mean of 3.0 or greater (4-point scale) indicating satisfactory level of support.
	II-C. The chief nurse administrator is qualified to	Provost Director of Nursing	Annually		CV shows evidence of administrative and scholarly

	administer the program.	Provost Director of Nursing	Quarterly	Faculty Workload Calculations; Faculty CVs	achievements. Faculty will meet the Wisconsin Board of Nursing requirements for teaching in a baccalaureate program. Faculty CVs will evidence qualifications for teaching in the program.
	II-D Faculty are sufficient in number to accomplish the mission/goals/expected outcomes of the program; are academically prepared for the areas in which they teach; experientially prepared for the areas in which they teach	Provost Director of Nursing	Quarterly	Preceptors CVs	All preceptors will meet Wisconsin Board of Nursing requirements for employment as a preceptor for undergraduate nursing students.
	II-E Preceptors are academically and experientially prepared for their role in assisting the achievement of the mission/goals/expected outcomes	Provost Director of Nursing	Annually	Number faculty publications; Number of faculty attending professional conferences and making presentations; Number of faculty on external committees/boards; Documentation of faculty practice areas and sties; Number of faculty who received certification; Travel reimbursement policies.	Each faculty member will: submit 1 publication per year; attend at least 1 conference per year; 50% will hold nurse educator certification; 100% will hold some type of certification; Productivity reports will demonstrate involvement on boards and committees.
	II-F The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission/goals/expected outcomes.				

Standard CCNE	Key Elements CCNE	Accountability	Frequency of Review	Methods/Documents to be Reviewed	Level of Achievement Outcomes/Process Improvement
<p><b>Standard III</b> Program Quality: Curriculum and Teaching-learning practices</p>	<p>III-A The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission/goals, and with the roles for which the program is preparing its graduates.</p> <p>III-B Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the student expected outcomes (Essentials of BSN Education)</p>	<p>Director of Nursing Nursing Faculty</p>	<p>Once in each Fall and Spring terms.</p>	<p>Faculty minutes</p>	<p>Minutes reflect review of program's terminal objectives and actions taken.</p>
		<p>Director of Nursing Nursing Faculty</p>	<p>Once each in Fall and Spring terms.</p>	<p>Annual Curriculum Scan based on Essentials of BSN Education; Departmental faculty minutes</p>	<p>Faculty review and evaluation of syllabi demonstrate consistency with program objectives and curriculum scan document; crosswalk document of program objectives with CCNE Essentials demonstrate congruence.</p>
	<p>III-C The curriculum is logically structured to achieve the expected student outcomes; baccalaureate curriculum builds upon the arts, sciences, and humanities.</p>	<p>Director of Nursing Nursing Faculty</p>	<p>Once each in Fall and Spring Terms</p>	<p>Program of Study; program conceptual framework; curriculum scan; crosswalk of terminal objectives with course objectives (nursing and non-nursing courses); congruence of nursing curriculum with Carthage degree requirements.</p>	<p>The curriculum will evidence a logical progression from simple to complex and will demonstrate effective integration of a liberal arts and science education. Course objectives show a logical progression to and linking with terminal program objectives.</p>

Standard CCNE	Key Elements CCNE	Accountability	Frequency of Review	Methods/Documents to be Reviewed	Level of Achievement Outcomes/Process Improvement
	III-D Teaching-learning practices and environment of <u>support the achievement of expected student outcomes.</u>	Nursing Faculty	End of Fall and Spring Terms	Course evaluation items pertaining to teaching effectiveness; Course directors report about outcomes of assignments in their respective courses.	Evaluations and course directors' reports will show evidence a) effective teaching practices (course evaluations) and learning attainment (course directors' reports). Course directors' reports target each learning activity and document the level of learning obtained by each via analysis of learning outcome data.
	III-E. The curriculum includes planned clinical experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes; experiences are evaluated by faculty.	Nursing Faculty	End of Fall and Spring terms	Students' evaluation of clinical site; faculty evaluation of clinical sites.	Data will target students' learning experiences and their evaluation of the learning environments; faculty evaluations will target availability to suitable learning activities and the learning environment.
	III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified communities of interest.	Nursing Faculty Director of Nursing Nursing Advisory Board	Annually	Minutes from nursing advisory meetings; evaluation of clinical sites experiences with Carthage students; after graduation, employer evaluation of students	The communities of interest will indicate that the students/graduates are well-prepared and competent beginning professionals.
	III-G. Individual student performance is evaluated by the faculty and reflects achievement of the expected outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	Nursing Faculty	Fall and Spring terms	Clinical Evaluation Tool (individual students) Course and clinical syllabi Minutes of student progressions. Clinical evaluations will be held at midterm and upon completion of each clinical course.	Syllabi will evidence clear grading rubrics for each assignment. Evaluation mechanisms will be clearly linked to one or more course objective. Examination periods are clearly identified.
	III-H Curriculum and teaching-learning practices are evaluated at regularly scheduled	Nursing Faculty Director of Nursing	Fall and Spring Terms	Faculty meeting minutes; each course will be reviewed each regarding student learning outcomes and	Minutes will reflect decisions made about specific courses relative to types and quality of teaching practices and learning

	intervals to foster ongoing improvement			effectiveness of teaching practices.	outcomes.
<b>Standard CCNE</b>	<b>Key Elements CCNE</b>	<b>Accountability</b>	<b>Frequency of Review</b>	<b>Methods/Documents to be Reviewed</b>	<b>Level of Achievement</b>
Standard IV Program Effectiveness: Assessment and Achievement of Program Outcomes	IV-A. A systematic process is used to determine program effectiveness.	Associate Vice Provost Planning and Assessment Director of Nursing Nursing Faculty	Fall and Spring term; ongoing	Course and clinical evaluations will be reviewed at the end of each term (fall and spring); this data, along with data solicited from students during the term and a comprehensive assessment made by each course director will assist in the revision and implantation in successive terms. Additionally, standardized examinations (ATI) will be used to benchmark student learning from cohort to cohort, across the curriculum, and with other BSN programs.	Outcomes/Process Improvement All courses and clinical experiences are reviewed every term, along with results from standardized examinations, and decisions are reflected in the minutes and implemented in the courses for successive terms.
	IV-B Program completion rates demonstrate program effectiveness	Director of Nursing	Annually	Graduation rates	Program attrition will be 8% or less per year.
	IV-C Licensure and certification rates demonstrate program effectiveness	Director of Nursing Faculty	Annually	NCLEX results	Pass rate will be 95% or greater
	IV-D Employment rates demonstrate program effectiveness.	Director of Nursing Faculty	Annually	Graduate Employment Survey	Return rate: 60% or greater; 90% of all graduates will be employed within 6 months of graduation.
	IV-E Program outcomes demonstrate program	Director of Nursing Faculty	Annually	Results from standardized testing and benchmarking	Data will validate the achievement of the learning

	<u>effectiveness</u>			Students' Immersion Clinical Evaluation (student, preceptor, and faculty) Senior Thesis Papers	outcomes. Learning outcomes that do not have sufficient validation will be reviewed and linked back to relevant courses to determine possible areas for improvement. These actions will be documented in faculty minutes.
	<u>IV-F Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.</u>	Director of Nursing	Annually	Faculty evaluations Faculty productivity reports Examples of publications and/or poster presentations	Aggregate data will indicate that faculty are able to meet criteria for tenure and/or promotion.
	<u>IV-G The program defines and reviews formal complaints according to established policies.</u>	Provost Director of Nursing	Annually	Carthage College Student Handbook	Minutes of any formal appeals and the outcome of those appeals will clearly delineate the process and decisions of any appeal.
	<u>IV-H Data analysis is used to foster ongoing program improvement.</u>	Director of Nursing Nursing Faculty	Each term.	Minutes of faculty meetings that discuss aggregate programmatic data and the resulting decisions. Aggregate programmatic data by course and analysis of programmatic outcomes will be presented to faculty on a term-by-term basis, as appropriate.	Minutes will clearly articulate the use of data in improving the program, furthering faculty development, and/or improving processes of teaching-learning.

**APPENDIX B**

**COURSE SYLLABI FOR FIRST YEAR OF THE PROGRAM  
PLUS SYLLABUS FOR A & P II (FIRST TERM OF SECOND YEAR)**

## Phage Hunters (BIOL 1050) Fall 2014

**Instructor:** Dr. Deborah Tobiason (MWF 11:45 – 2:15)

**Office:** Straz B10-E      **Phone:** 551-2372      **Email:** dtobiason@carthage.edu

**Office hours:** T 10-12, MW 3-4:00 or by appointment, please feel free to stop by my office any time- if my door is open then I am available

**Instructor:** Dr. Deanna Byrnes (MWF 8-10:20)

**Office:** Straz B10-G      **Phone:** 551-2371      **Email:** dbyrnes@carthage.edu

**Office hours:** M & F 10:30-12:00; W & F 3:00-4:00pm in the lab, or in my office, I am also available most evenings via email or chat, and if my door is open, then I am available.

### Teaching Assistants:

Taylor Kundert and Richard Stauffer (8:00 section)

Sam DeCero and Emma Patschorke (11:45 section)

**Texts:** *Research, NGRI Laboratory Resource Guide, 2012/HHMI SEA*

*Principles of Life* by Hillis, Sadava, Hill, and Price, 2014

*Integrated Concepts in Biology*, M.Campbell - portions will be on the Google site when needed

*The Mycobacteriophage Database* at [phagesdb.org](http://phagesdb.org)

**The Course:** The format of this research-based course may be new to you, as you will be learning biology concepts predominately through a hands-on approach. You will be isolating and purifying bacteriophage, rapidly evolving viruses that infect specific bacteria, as part of the National Genomics Research Initiative from the Howard Hughes Medical Institute's Science Education Alliance ("the SEA"). **Carthage students who enroll in this course are encouraged to enroll in the Phage Hunters II course in the Spring** to complete the phage project. Due to the nature of authentic, experimental research, the course syllabus timeline will be more flexible than a standard lecture course. In addition, open laboratory times outside of scheduled class time will be available as needed to ensure that everyone is able to isolate and purify a phage.

### Course objectives:

- Students will be able to describe major biological concepts and relate these concepts to their research on bacteriophage and Mycobacteria.
- Students will obtain the microbiological techniques to cultivate bacteria and bacteriophage.
- Students will isolate and purify a unique bacteriophage from the environment.
- Students will observe their phage using the electron microscope.
- Students will obtain molecular biology skills to purify and analyze phage DNA.
- Students will learn to critically read primary literature related to their research.

**Participation:** Class attendance is **required**, and unexcused absences will lead to loss of points. Please email me in advance if you will be absent. Class participation is necessary to get the most out of this research-based course. **Ask questions! Get messy! Have fun!**

**Grading:**

All students are expected to abide by the Carthage College Honor Code (<http://www.carthage.edu/campuslife/code/acadconcerns/>). Proper use of citations and acknowledgement of contributions by others is required on all assignments. **Do not plagiarize!**

For more information about plagiarism and how to avoid it please see

<http://owl.english.purdue.edu/owl/resource/589/01/> and

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

There will be a 10% point reduction per day for late work. Extensions may be granted only prior to deadlines. We will do our best to grade all work fairly and impartially.

The course grade will be based on cumulative points obtained during the term. Point values will be assigned as follows:

Laboratory notebook	100 points
Midterm/ final exams	300
Quizzes	100
Lab practical	50
Reflections	100
Other assignments	50
Final oral presentation/ poster report	100
<u>Participation &amp; attendance</u>	<u>200</u>
Total	1000 points

Grading scale: The following scale is a guarantee although I reserve the right to make adjustments in students' favor for the final course grade.

900-1000 points	A of some kind
800-899 points	B of some kind
700-799 points	C of some kind
600-699 points	D of some kind
599 or below	F

**TENTATIVE COURSE OUTLINE- FALL 2014**

<b>WEEK</b>	<b>TOPIC</b>
<b>1</b> 9/3-5	<b>Introduction to the course, lab manuals and note taking, safety, aseptic technique, pipetting practice, bring soil/ water samples and do direct isolations and enrichment</b>
<b>2</b> 9/8-12	<b>Spot assay for putative plaques, purification #1, phage titer assay for confirmed plaques</b> (Bacteria basics, virus basics, types of phage)
<b>3</b> 9/15-19	<b>Purification #2-3, repeat as needed</b>  (Atoms, molecules and macromolecules)
<b>4</b> 9/22-26	<b>Purification #4-5, repeat as needed</b>  (What is heritable material?, DNA structure and replication)
<b>5</b> 9/29-10/3	<b>Final plaque purification, set up 1 plate lysate (MTL), harvest MTL</b> (Cells, How does DNA communicate information to the cell?, What regulates gene activation and repression?)
<b>6</b> 10/6-10	<b>titer lysate, empirical assay</b> (How do cells make proteins?)  <b>MID TERM EXAM (10/10)</b>
<b>7</b> 10/13-17	<b>Set up 10 plate lysate (HTL)</b> <b>Harvest HTL, titer lysate</b> (How do prokaryotes communicate their identity to the next generation?, Do eukaryotes produce new cells the same way as bacteria?, How can two parents produce non-identical offspring?)
<b>8</b> 10/20-24	<b>Transmission electron microscopy</b> (How can traits disappear and later reappear?, Non-Mendelian genetics: Why do we need annual flu vaccines?)
<b>9</b> 10/27-31	<b>Extract and purify DNA</b> <b>Quantify DNA and restriction analysis</b> (Evolution at the molecular level)
<b>10</b> 11/3-7	<b>Electrophoresis</b> <b>Compare digests with database</b> (Metabolic pathways)
<b>11</b> 11/10-14	<b>QC gels</b> <b>Class discussion to pick phage for sequencing</b>
<b>12</b> 11/17-21	<b>Work on reports/presentations</b>
<b>14</b> 11/24-28	<b>THANKSGIVING BREAK</b>
<b>15</b> 12/1-12/5	<b>Work on reports/presentations</b>
<b>16</b> 12/8	<b>Final presentations</b>

**FINAL EXAM: Wed, December 10<sup>th</sup>**

**Dr. Byrnes' section - 8:00 am --- Dr. Tobiason's section - 10:30 am**

### **SAFETY PROCEDURES:**

For the safety and convenience of everyone working in the laboratory, it is important that the following laboratory rules be observed **AT ALL TIMES**.

1. **Place only those materials needed for the day's laboratory exercise on the benchtops.** Purses, coats, extra books, etc., should be placed in the lab bench storage areas or under the lab benches in order to avoid damage or contamination.
2. Since bacteria are being used in this lab, it is essential to **always follow proper aseptic technique** in handling and transferring all organisms.
3. **No smoking, eating, drinking, or any other hand-to-mouth activity while in the lab.** If you need a short break, wash your hands with disinfectant soap and leave the room.
4. If you should **spill a culture**, observe the following procedures:
  - a. **Immediately place the culture tube in a plastic tub of disinfectant or the sink so that no one else touches the contaminated tube.**
  - b. **Wash your hands and any other part of your skin touched by the culture with disinfectant soap.**
  - c. **Spray ethanol liberally over the spill. Be sure that your Bunsen burner is turned off before you spray any alcohol!** After a few minutes, use paper towels to dry the area.
  - d. **Notify your instructor.**
5. Report any cuts, burns, or other injuries to your instructor.
6. Properly **label all inoculated culture tubes, flasks or petri plates** with the name or the initials of the microorganism you are growing, your initials, and any other pertinent information- use a sharpie.  
  
Place all inoculated material **only in the assigned location**. Culture tubes should be stored upright in plastic racks, flasks will be incubated in the shaker with constant shaking, and **petri plates should be stacked and incubated upside-down**.
7. After completing an experiment, **dispose of all material properly:**
  - a. **Place petri plates in biohazard container.**
  - c. Put all used **pipettes and swabs in the biohazard containers.**
8. **Use caution around the bunsen burners.** In a crowded lab it is easy to lean over a burner and ignite your hair or clothing. Keep your hair tied back. Do not wear loose clothing.
9. Return all equipment, reagents, and other supplies to their proper places at the end of each lab period.
10. **Disinfect the benchtop** with alcohol and citrus II **before and after** each lab period. **Be sure your Bunsen burner is turned off** before you spray any alcohol!
11. **ALWAYS WASH YOUR HANDS** with disinfectant soap before leaving the laboratory.

## Western Heritage I Fall 2014

Dr. John Isham  
Office: LH 209  
X2304  
jisham  
Office hours: M-F 10-11am

MWF 2:50-3:55pm  
LH 227

### The Course

The texts we will be reading together in this course have been chosen because they have been the pillars of the Western intellectual tradition. They have remained so until today because people from different eras and different walks of life have found these writings have held great meaning for them, though rarely in the same way. The primarily chronological order of the readings provides an overview of the intellectual tradition of the West, but the main reason for the order of the texts is to show you how these writers and thinkers have struggled with their own cultural inheritances. Our ultimate goal is not to remain the mere products of the deeds and thoughts of others, but to become individuals who understand our world more thoroughly and therefore individuals who can make informed and considered evaluations. By reading, discussing, and reflecting upon the thoughts of others, we ourselves can become truly independent thinkers.

Western Heritage is about questions, not answers. It is not intended to be a course in Western civilization or history. The point of any education is the ability to have choices, and to make them wisely. To do so, we must question ourselves and the world around us, and consequently strengthen or alter our views. This process continues throughout our lives, and so this course, while you may find it challenging, will be a rewarding beginning to your education both here at Carthage and in the world beyond.

### II. Texts

- Homer, *The Iliad*. Powell, tr. Oxford.
- Plato, *Five Dialogues*. Grube, tr. Hackett.
- Holy Bible* (New Revised Standard Version). Hendrickson.
- Aristotle, *Nicomachean Ethics*, Sachs, tr. Focus.
- Virgil, *The Aeneid*. A. Mandelbaum, tr. Bantam.

### III. REQUIREMENTS & GRADING

#### A. Participation & Attendance

30%

1. For every class you **must have a copy of the book we are reading** with you. Any student who does not have the book **gets an F for the day**.
2. Every student **must have his or her own copy of the book** (no sharing books between members of this class). You **must have a paper-edition of the book** (i.e., no kindles, nooks, or ereaders).
3. This course is intended to be a seminar in which everyone participates. You need not talk a lot, but you do need to speak, whether to express or defend your opinion, or to criticize or question a different opinion. Simply asking a question counts as well. An important part of this class is learning how to engage in *civil* and *rational* debate and conversation with people who hold different views. Remember to criticize the view, not the person.

4. If you are on a Carthage sports team, musical ensemble, or debate team and you need to miss class because of a game/performance/contest, you must notify me in advance of your absence. In addition to your notifying me, your coach or director must also send out an email explaining the absence and including your name. Absences for these above-stated reasons are not considered unexcused—so long as both you and your coach/director notify me.

5. If you are missing a class for none of the reasons mentioned just above in #2, do not send me an email explaining your absence. Each student is granted two excused absences. After those two absences, each additional absence will be considered unexcused. Unexcused absences will count against your grade—and any student with three unexcused absences will automatically fail the course.

6. If you are missing class due to a family emergency, you must contact the Dean of Students, Jason Ramirez (jramirez@carthage.edu). If he is able to document and confirm your situation, he (not you) will then email all of your instructors. A family emergency will be excused only if I receive a group email sent out to all of your instructors from Mr. Ramirez. Otherwise, the absence will not be excused.

7. Once again, for absences covered by #3 and #4 above, do not email me.

8. All students who miss class are responsible for learning **from a classmate** what we did that day plus the assignments for future classes. Please do not send me emails asking me what you missed or what the assignment for the next class will be.

9. Do not schedule appointments during our class time. If you arrive late you will be considered tardy; if you attempt to leave class early because of an appointment, it will count as an absence for the entire class.

#### **B. Final Exam**

**15%**

The final exam will take place **1 – 3pm Thursday December 11** at a location to be announced. Please note that that will be the only time during which you can take the exam.

#### **C. Quizzes**

**15%**

Quizzes on the reading will be given **at the start of every class**. Do not arrive to class late, or you will miss the quiz.

#### **D. Written Assignments**

**15%**

You will have short written assignments throughout the semester. All assignments are to be typed on computer (not handwritten) and handed in at the beginning of class. Written assignments which are turned in after the beginning of class will receive no credit.

All written assignments are to be also submitted to turnitin.com (I will create a

new folder for each assignment). Here is the turnitin information that you will need to enlist in our course:

- **Class/section ID:** 8475511
- **Enrollment password:** heritage

#### E. Papers

**25%**

You will write two four-page papers during the semester: the first will be 10% of your total grade, and the second will count for 15%. Both papers will consist of a first draft and a final draft. We will talk more about the process of and requirements for writing papers during the course of the semester. Papers must be turned in before the assigned deadlines, and must be submitted to turnitin.com and emailed to me as an attachment (and with the text of the paper also cut-and-pasted into the body of the email). **Late papers will not be accepted.**

**Note:** Academic Dishonesty and all forms of Academic Dishonesty are strictly prohibited. See the Western Heritage Guide's section on plagiarism for more details. If you are caught plagiarizing or engaging in any form of Academic Dishonesty, you will fail the course.

#### IV. CLASS RULES

1. **Do not come to class without the book** we are reading for that particular day. Failure to do so will result in **an automatic F for that day on your quiz.**
2. **No electronic devices** of any kind may be used during class.
3. No electronic devices are **even to be visible during class.** Do not waste my time by making me try to figure out whether you are texting or not—it's actually not that hard for a teacher to tell.
4. Your **hands** are to remain **on and/or above your desk at all times** during class.
5. You **may not use ereaders** (Kindles, Nooks, etc.) for this class.
6. **No getting up and leaving** while class is in session.
7. **No eating** in class. You may bring whatever beverage you wish.
8. **No chewing tobacco** in class.
9. While class is in session, **do not engage in a private conversation with the person(s) speaking next to you.**
10. **No passing or sharing notes between one another** during class.
11. **No sleeping** in class.
12. **No baseball caps, hoods, sunglasses, etc.** are to be worn in class.
13. **On the desk** in front of you should be **only the text we are reading**, your notebook and a pen (or pencil). **Do not place your bags, backpacks, etc. on the desk**—they are to be placed on the floor.
14. **Do not engage in any activity that causes a distraction** to the instructor and/or other students in the class. It should be noted that I will be the one who defines what constitutes a distraction.
15. You are **not allowed to do work for other courses during our classtime.** Working on appointment calendars, schedules, etc. is also prohibited.
16. I am very aware of the clock and of the scheduled time at which our class ends. Please **do not begin to put your things away toward the end of class** (books, notebooks, papers, pens, pencils, etc.) until I have indicated that our discussion for that day has concluded.

## V. DISABILITIES

Carthage makes every effort to provide accessible facilities and programs for individuals with disabilities. Please see me during the first week of class if you anticipate needing any accommodations. You also need to provide documentation of a disability to Diane Schowalter in the Advising Center, x5802.

### WESTERN HERITAGE FALL 2014, Reading Schedule

**W Sep. 3:** Intro to course

**F Sep. 5:** Homer, ILIAD (bks. 1-2)

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**M Sep. 8:** ILIAD (bks. 3-5)

**W Sep. 10:** ILIAD (bks. 6-8)

**F Sep. 12:** ILIAD (bks. 9-11)

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**M Sep. 15:** ILIAD (bks. 12-14)

**W Sep. 17:** ILIAD (bks. 15-17)

**F Sep. 19:** ILIAD (bks. 18-19)

**Sun. Sep. 22: First draft of Paper #1 due**

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**M Sep. 22:** ILIAD (bks. 20-22)

**W Sep. 24:** Paper Conferences

**F Sep. 26:** ILIAD (bks. 23-24)

**Sun. Sep. 28: Final version of Paper #1 due**

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**M Sep. 29:** Sappho, SELECTED POEMS

**W Oct. 1:** Plato, EUTHYPHRO

**F Oct. 3:** Plato, APOLOGY (to bott. of p. 32)

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**M Oct. 6:** APOLOGY

**W Oct. 8:** GENESIS (ch. 1-11)

**F Oct. 10:** GENESIS (ch. 12-24)

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**M Oct. 13:** GENESIS (ch. 25-36)

**W Oct. 15:** GENESIS (ch. 37-50)

**F Oct. 17:** EXODUS (ch. 1-13)

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**M Oct. 20:** EXODUS (ch. 14-20 and ch. 32)

**W Oct. 22:** Aristotle, PHYSICS (selections)

**F Oct. 24:** Aristotle, ETHICS (selections)

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**M Oct. 27:** ETHICS (selections)  
**W Oct. 29:** Virgil, AENEID (bks. 1-2)  
**F Oct. 31:** AENEID (bks. 3-4)

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**M Nov. 3:** AENEID (bks. 5-6)  
**W Nov. 5:** AENEID (bks. 7-8)  
**F Nov. 7:** AENEID (bks. 9-10)

**Sunday Nov. 10: First draft of paper #2 due**

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**M Nov. 10:** AENEID (ch. 11-12)  
**W Nov. 12:** Paper Conferences  
**F Nov. 14:** MATTHEW (ch. 1-7)

**Sunday Nov. 17: Final version of paper #2 due**

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**M Nov. 17:** MATTHEW (ch. 8-27)  
**W Nov. 19:** JOHN (ch. 1-9)  
**F Nov. 21:** JOHN (ch. 10-15)

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**M Nov. 24:** Thanksgiving break (no class)  
**W Nov. 26:** Thanksgiving break (no class)  
**F Nov. 28:** Thanksgiving break (no class)

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**M Dec. 1:** JOHN (ch. 16-21)  
**W Dec. 3:** Raphael, SCHOOL OF ATHENS (painting)  
**F Dec. 5:** Raphael, DISPUTATION OF THE HOLY SACRAMENT (painting)

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**M Dec. 8:** Review

The **Final exam** will take place **1-3pm on Thurs. Dec. 11** in our usual classroom.

# Chemistry 1010- 02 Fall 2013

MWF 9:15-10:20 am

DSC 123

**Instructor:** Dr. Janice Pellino

**Office:** DSC B10 D

**Phone:** 551-2370

**E-mail:** jpellino@carthage.edu

**Office hours:** MWF 2-4 pm, or by appointment

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Welcome to Chemistry 1010! I hope that you find this course interesting and informative. I'm sure that we are going to have a great semester! The following information describes some details of the course and hopefully provides some helpful study suggestions.

**Course Description:** Chemistry 1010 and 1020 provide a year-long introduction to college-level chemistry. This first semester will include a discussion of the structure of the atom, reaction stoichiometry, concentration, atomic and molecular structure, the properties of gases, and the energy changes accompanying chemical reactions.

## Student Learning Goals:

- that you can effectively communicate scientific ideas relating to chemistry
- that you can apply the scientific method to answer questions in a laboratory setting
- that you can describe fundamental chemical concepts such as atomic/molecular structure, intramolecular interactions, properties of gases and solutions, and enthalpy
- that you can balance chemical equations
- that you can perform stoichiometric calculations

## **Materials you need:**

- **Textbook:** Burdge and Overby "Chemistry: Atoms First" 1st Edition, McGraw Hill, 2012 with access to the online Connect system.
- **Calculator:** With scientific notation
- **Chemistry 1010 Laboratory Manual:** This can be purchased from the Bookstore- bring to your first lab meeting!
- **Chemistry Laboratory Notebook:** Must be a permanently bound notebook- bring to your first lab meeting!
- **Approved Safety Goggles:** Not safety glasses! These can be purchased from the Bookstore- bring to your first lab meeting!

## **Study Suggestions**

- Read the assigned text carefully before coming to class. Work through examples in the text as though they were homework problems. Try to work through these problems completely without looking at the solution, and then check your work. Simply reading through or copying the solution will not help you to really learn the material; you must work through these problems yourself.
- If you encounter difficulty or have questions, seek assistance. That's why I'm here! I'm always happy to help!

- Review frequently! The topics that we cover in this course are all strongly interrelated. Each builds off the last. You must keep reviewing what we discussed in previous units to fully understand the newer topics. Future chemistry classes will continue to build off of the foundation of concepts that we learn in this course. It is therefore important to fully understand and retain these concepts for future use.

### Homework Policies

- Homework problem sets are to be completed online using the Connect System. Students are allowed unlimited attempts for each homework assignment. You can access the Connect homepage for this course at: [http://connect.mcgraw-hill.com/class/j\\_pellino\\_fall\\_2013\\_section\\_2](http://connect.mcgraw-hill.com/class/j_pellino_fall_2013_section_2)
- Homework problem sets are available starting 2 hours after class and are due at the beginning of the following class. **All late work will incur a 15% penalty per day (including weekends).**

### Quiz and Exam Policies

- No cell phones, MP3 players, or other electronic gear (except for a calculator) may be present during quizzes or exams. Calculators may be used for mathematical functions only; you may not store any text information in your calculator. No stray papers may be used; there will be space provided for all your work on the exam.
- Students coming late to quizzes or exams will not receive any extra time to complete their work.
- Make-up quizzes or exams will only be considered under extreme conditions, including verifiable illness, family emergency, or school-sponsored events. **You must notify me prior to class if you will be absent** (one week in advance of exams for school-sponsored events). If on the day you cannot come to class due to illness or other emergency, *you* must let me know before the start of class that day. Quizzes and exams missed for other reasons or without prior approval will receive a failing grade. Quizzes will be unannounced- you must notify me prior to absence from class to be excused.
- I recognize that everyone can have a bad day. Therefore, if your final exam score is higher than any of the previous 3 exam scores, I will drop the lowest exam score and replace it with the final exam score. **You must take all 3 exams to have the lowest grade replaced with the final exam grade.** Regardless of its score, the final exam grade will be counted toward the final grade for the class.
- Requests for re-grades on quizzes, exams or assignments must be submitted within one week after the work is returned.

### Grading Policies

- The points involved in determining grades are as follows:

Exams (3 @ 125 points each)	375
Laboratory	250
Homework	75
Quizzes	100
In-Class Problem Sets	50
LearnSmart	25
Final Exam	125
<hr/>	
Total	1000

- **Failure of the lab will result in failure of the course.** Lab attendance is required.
- There will be three 125-point exams throughout the course. The course will culminate in a comprehensive final exam worth 125 points.
- The Exam dates will be as follows:
  - Exam 1: Friday, October 4
  - Exam 2: Monday, November 4
  - Exam 3: Friday, November 22
  - Final Exam: Friday, December 11, 8-10 am

The grading scale will be no higher than: A: 90-100%  
B: 80-89%  
C: 70-79%  
D: 60-69%  
with +/- assigned at my discretion.

**A grade of C- or higher in Chemistry 1010 is required to continue to Chemistry 1020.**

**Any student with a documented intellectual, physical or emotional disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities must also contact Diane Schowalter in Advising (x 5802).**

## Fall 2013 Experiment Schedule

Experiment	Week of	Title	Prelab?	Notebook?
1	09/09	<b>Units, Measurements, and Significant Figures</b>	No	No
2	09/16	<b>Accuracy and Precision in Scientific Measurements</b>	Yes	Yes
3	09/23	<b>An Introduction to Spectrophotometry*</b>	Yes	Yes
4	09/30	<b>Synthesis of Salicylic Acid from Wintergreen Oil</b>	Yes	Yes
5	10/07	<b>Precipitation Reactions</b>	Yes	No
6	10/14	<b>Separating and Determining the Mass of Calcium Ion in a Calcium-enriched Tablet</b>	Yes	Yes
7	10/21	<b>Computer Modeling of Molecular Structure</b>	Yes	No
8	10/28	<b>What's the Limiting Reagent in Alka-Seltzer?</b>	Yes	Yes
9	11/04	<b>Solution Preparation and Oscillating Reactions</b>	Yes	Yes
10	11/11	<b>The Physical Properties of Gases</b>	Yes	Yes
11	11/18	<b>Dissolution of Ionic Salts</b>	No	Yes
12	12/02	<b>Comparison of the Energy Content of Fuels</b>	Yes	Yes

\* Formal Lab Report

## Chemistry 1010 Laboratory Course Facts

### Objectives of the Course:

1. To have the concepts learned in lecture reinforced with concrete experiments done in the laboratory.
2. To become familiar with basic laboratory techniques in chemistry such as pipeting, weighing, solution preparation, and computer modeling.
3. To gain a better appreciation of accuracy and precision in scientific measurements and to learn to identify and quantify experimental errors.
4. To learn to use spread sheet software to graphically analyze experimental data.
5. To learn how to write clear, professional scientific reports.

### Lab Drawers:

**Check-In and Check-Out** Early in the semester, each student will be given a key to a lab drawer. Always bring the key with you to lab. The lab drawer will be shared with one other student. Each student will be responsible for the contents of the drawer, especially the lab key (\$25.00). On the last day of lab, you must return your key or pay the \$25.00 replacement fee. **If for any reason you should drop the course, you must return your drawer key to your LECTURE course instructor.** You will not be able to register for future classes until you return your drawer key or pay the \$25.00 replacement fee to the lecture instructor.

**Goggles:** Departmentally approved goggles must be worn at all times during the laboratory period. They may be purchased in the bookstore.

### Pre-Laboratory Assignments:

For most of the experiments, a pre-laboratory assignment is due at the beginning of the laboratory period. The assignment should be completed on the sheet found in your laboratory manual. You must turn in the appropriate pre-laboratory assignment at the beginning of the lab. **No one will be allowed to start the experiment until they turn in the pre-lab assignment. Pre-laboratory assignments should be done individually.**

### Laboratory Notebooks:

Before the first lab period, purchase a standard composition notebook that will serve as your laboratory notebook. As each experiment is completed, record data and observations in this notebook. Your instructor will check laboratory notebooks and five (5) points will be awarded for each check based on the following rubric:

**Laboratory Notebook Evaluation**

- Title, date, name, and lab partner appear on page
- Procedural changes are noted
- Detailed observations are recorded
- Numerical values include units and sig figs
- Data is recorded in well-labeled table

\_\_\_\_\_ / 5 points

**Key Points to Remember When Recording Data in a Laboratory Notebook:**

1. All the data collected in each experiment must be recorded in ink in a lab notebook. Do not record data on the report sheet or on scraps of paper and then later transfer it into the notebook.
2. Do not erase or write over data entered into the notebook. If mistakes are made, draw a single line through the incorrect data and enter the correct data next to the stricken line.
3. Do not write on the back side of the pages.
4. Number each page of the composition notebook.
5. All data entries should be labeled and include appropriate units (i.e., mass of  $\text{KIO}_3$ : 0.103 g). All tables and figures should include titles and figure captions.
6. The first page of the composition notebook should include a Table of Contents. This section includes each experiment title, the date the experiment was performed, and the page number on which the experiment begins to the left side of the experiment title.
7. For each experiment start a new page in the notebook.
  - On the first page of each experiment, fill in the title of the experiment, the date of the experiment, your name, and the name of your lab partner.
  - Include any procedural changes stated by your laboratory instructor.
  - Include a section with a consistent and clear format for recording your data and experimental observations. When performing a titration or an experiment in which you collect multiple pieces of data, construct a data table.

Your laboratory instructor will assess your notebook throughout the semester.

**An Example of a Notebook Entry for a hypothetical experiment is shown below.**

*Experiment 3: The Standardization of a NaOH Solution*

10/26/07

*Lab Partner's name, phone number, and email address.*

Procedural Changes:

A 250 mL Erlenmeyer flask will be used instead of a 125 mL Erlenmeyer flask.

Three trials of each titration will be performed instead of four trials.

I spilled some of the solid  $\text{KHC}_8\text{H}_4\text{O}_4$  when transferring it to the Erlenmeyer flask in Trial 1

Observations:

The  $\text{KHC}_8\text{H}_4\text{O}_4$  is a white solid. When dissolved in water, a clear and colorless solution results. The NaOH and the indicator, phenolphthalein, are clear and colorless solutions. I added two drops of the indicator to each 250 mL Erlenmeyer flask containing the  $\text{KHC}_8\text{H}_4\text{O}_4$  dissolved in water, except in Trial 3 where four drops were added. Upon addition of the NaOH solution to the Erlenmeyer flask containing the  $\text{KHC}_8\text{H}_4\text{O}_4(\text{aq})$  and the indicator, a faint drop of pink results and then disappears. As more NaOH solution is added, the pink color remains for a longer period of time. At the endpoint, the solution remained a faint pink. In Trial 3, I added too much NaOH and a dark pink color resulted.

Data Table for Titration:

**Table 1.** Data for the Titration of  $\text{KHC}_8\text{H}_4\text{O}_4$  with NaOH

Trial	Mass of KHP (g)	Initial Buret Reading (mL)	Final Buret Reading (mL)	Volume of NaOH Used (mL)	Molarity of NaOH (M)
1	1.320	0.01	13.95	13.94	0.4637
2	1.318	13.95	27.80	13.85	0.4660
3	1.325	27.80	41.80	14.00	0.4635

\*The sample calculations requested in the laboratory manual would be started on a new white page.

**Lab Reports:**

Most lab reports will be due one week after completing the experiment and will involve completing a worksheet found after the experimental procedure. The report will involve answering a set of questions about the experiment, showing relevant calculations, examining sources of error, and interpreting the experimental results. The reports are to be done **individually**. Non-original work is not allowed. Non-original work includes any source that is not written by you, (i.e., lab partner, Wikipedia, Internet, journals, textbooks, etc.).

Students will be penalized as stated below for any non-original work.

- Loss of 5 points for the first sentence that is the same
- Loss of another 5 points for the second sentence that is the same
- Loss of 10 additional points for each sentence after the first two that are the same

The first offense will result in a firm warning and review of the student community code. A second offense can result in a report of plagiarism to the Dean's office.

With respect to quoting, only one sentence may be quoted, no paragraph or multiple sentences is allowed.

There are a few laboratories that will be performed where the worksheets will be done in groups and one copy per group will be handed into the instructor.

For one experiment, each student will write a formal, typewritten lab report. The sections that must be included in this formal lab are described in the lab manual. A portion of the pre-laboratory lecture will be devoted to discussing how to write the formal reports. You will also be asked to turn in drafts of this report for feedback before submitting the final report. Learning how to write clear, accurate, and concise reports that describe the results of scientific experiments is an extremely important skill. It is also crucial that you learn the accepted style and syntax of scientific writing.

*The penalty for late labs is 15% per day, including weekends.*

### **Attendance and Missed Labs:**

**Lab attendance is required.** Except in extreme cases, missed labs must be performed during a different lab period that same week of lab. Please notify the instructor of an absence several days before the missed lab period and make sure to perform the lab during a different laboratory period that same week of lab. Failure to perform three labs over the course of the semester will result in failure of the lab. Failure of the laboratory results in failure of the course.

### **Evaluation:**

Laboratory work constitutes 25% of your course grade, but *failure of the lab will result in failure of the course.* The laboratory grade will be computed upon the following basis.

<b>Lab Reports.</b>	<b>960 points</b>
<b>Formal Lab Report</b>	<b>100 points</b>
<b>Pre-Laboratory Assignments</b>	<b>100 points</b>
<b><u>Laboratory Notebook</u></b>	<b><u>45 points</u></b>
<b>Total Points</b>	<b>1205 points</b>

**Citing Sources:**

In many of the lab write-ups, you will be asked to consult outside sources in order to complete the assignment. Proper citation of these sources is as important in a chemistry course as it is in a Heritage course. For additional citation assistance, do not hesitate to ask your instructor or consult the Carthage Writing Center:

<http://www.carthage.edu/writing/student-resources/#citing>

The citation format used in CHM 1010 is the Council of Science Editors (CSE) style. If you follow the link above to citation formats, you will eventually arrive at a CSE reference page. Here is a link directly to this reference:

[http://bcs.bedfordstmartins.com/resdoc5e/RES5e\\_ch11\\_s1-0001.html](http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch11_s1-0001.html)

**Citing Within Text:**

Outside sources will be documented in the text using the superscript method: *Argon is chemically inert and its presence in air poses no problem to human well-being<sup>(3)</sup>.*

**Works Cited Format:**

A reference list of works cited will be included at the end of your work, listed in citation order. Consult the second link above for the exact format for your particular outside source, *i.e.* book, journal article, online, *etc.* For, example the correct format for a book with one author would be:

3. Melchias G. Biodiversity and conservation. Enfield (NH): Science; 2001.

## Understanding Significant Figures

*Significant figures are all digits that are certain plus one uncertain digit in a measurement.*

### Rules for determining the number of significant figures in a measurement.

#### Method A – Learn the Rules

1. All non-zero digits are significant. 326 cm (three sig figs)
2. Zeroes between non-zero digits are significant. 303 g (three sig figs)
3. Zeroes to the left of the first non-zero digit are not significant; they merely indicate the position of the decimal point. 0.01 g (one sig fig)
4. Zeroes that fall at the end of a number with a decimal point are significant. 0.01200 (four sig figs, 1200 two sig figs)

#### Method B – Arrow Method

Numbers with a decimal point – start drawing an arrow left until you hit the first non-zero digit – digits not covered by arrow are significant

~~00~~234 (three sig figs)  
 —————  
 —————→ 34.9800 (six sig figs)

Numbers without a decimal point – start drawing an arrow right until you hit the first non-zero digit – digits not covered by arrow are significant

~~1000000~~ (one sig fig)  
 86548~~0000~~ (five sig figs)

### Rules for determining the number of significant figures in an answer after performing a calculation.

#### Addition and Subtraction

The answer has the least number of **decimal places** found in the numbers being added or subtracted

$$\begin{array}{r}
 12.9 \\
 2 \\
 +874.278 \\
 \hline
 889.178 \rightarrow 889
 \end{array}$$

#### Multiplication and Division

The answer has the least number of **significant figures** found in the numbers being multiplied or divided

$$\begin{array}{r}
 1.234 \\
 \times 2.3 \\
 \hline
 2.8382 \rightarrow 2.8
 \end{array}$$

**Important: For multi-step calculations, only the final answer is rounded! Leave intermediate results unrounded in your calculator!**

# Understandings of Religion

Fall, 2014 Syllabus: Religion 1000-16

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## Instructor:

Professor Rom Maczka. Office: Lenz Hall 213. Phone: 551-5824. E-mail: rmaczka@carthage.edu. Tuesday and Thursday office hours are 9 am-noon, and on Wednesdays 11:30-4:00. Other times, including Mondays, are available with advance scheduling.

## Course Description:

*Understandings of Religion* examines religious consciousness as a specialized and powerful idiom used by people to express their deepest longings, values and aspirations; topics for which ordinary language sometimes seems inadequate. Thus the course surveys how human worth, dignity, origins and destiny are addressed using religious expression, but it also goes on to study how specific religions lend the faithful a functional, consistent way understanding life.

These goals are accomplished four ways. First the course surveys four selected traditions (Christianity, Hinduism, Buddhism and Islam), including how the religious traditions actually play out in peoples' lives. But then the course also analyzes the limited number of options among which all religion must choose in order to get things done. Along the way there will be some opportunities for systematizing personal reflection on various teachings and values. Finally the course explores the implications of the fact that there are so many religions in the world, and ends with some philosophical consideration of religious truth claims and ideas about how one might conduct one's self in our religiously plural world.

## Learning Objectives:

By the end of this course the student will be better able to:

1. Identify the origin, nature and substance of religious conviction from a variety of paradigms in current usage, and sort out the validity and function of these assertions.
2. Demonstrate the internal consistency of several religious systems with their host cultures and worldviews in order to enable constructive, meaningful dialogue with others of widely varying religious persuasion.
3. Distinguish with greater reliability which environmental, social, and subjective realities lie at the root of and give definition to the concept of God, and relate how God consciousness plays out in people's lives in a variety of world cultures.
4. Discourse with nuance and objectivity over questions of self- and community identity, for both persons of faith and non-faith.

## Bibliography:

Mary Pat Fisher, *Living Religions: A Brief Introduction*. An introduction to religion textbook which serves as something of a handbook for this course. Each major religious tradition receives a chapter long descriptive treatment including helpful maps, time lines, a glossary, good sidebars, and really great photographs.

James Livingston *Anatomy of the Sacred*. A very clever and compelling critical analysis of the principle components of all religions, and how they work in their respective social settings. Livingston uses a powerful methodology, which is actually the main approach underlying the design of this course.

John Lyden, ed., *Enduring Issues in Religion* (collection of position papers dealing with several specific religious questions, each from several religious traditions. These readings are also available under "Course Documents.")

A variety of electronic texts available on e-Learning under "Course Documents."

#### Filmography:

Barbara Steisand, *Yentl*. 1983, 132 minutes. In this musical rendition of Yiddish writer Isaac Singer's 1960 short story, revolves around Yentl, the daughter of a widowed rabbi in a pre-war Jewish village in Poland. Her father taught Yentl all he knew about Jewish law—but did so secretly because tradition forbids women to study Talmud. Upon his death, the young and slightly tomboyish Yentl disguises herself as a beginning male Talmud student, and joins a yeshiva (Talmud school) far from her village. Ensuing romances challenge both secular and sacred tradition.

Deepha Mehta, *Water*, 2005, 117 minutes. This feature film examines the plight of a group of widows forced into poverty at a temple in the holy city of Varanasi. It focuses on a relationship between one of the widows, who wants to escape the social restrictions imposed on widows, and a high caste gentleman who avidly supports Mahatma Gandhi. Who wins and who loses in this titanic clash of modernism, religion, and politics?

Bae Yong-Kyun, *Why Has Bodhi-Dharma Left for the East?* 1989, 137 minutes. Three people live in a remote Buddhist monastery near Korea's Mount Chonan: an aging master, a young disciple, and an orphan boy. The story is organized around the young man's struggle to overcome self, but in the process, each of the three undergoes stunning transformation. Viewing the film is, itself, a sort of lived koan.

Moustapha Akkad, *The Message*, 1976, 177 minutes. Handsomely-mounted historical epic concerns the birth of the Islamic faith and the story of the prophet Mohammed, who urges him to lead the people of Mecca to cast aside the 300 idols of Kaaba and instead worship the one true God. With the help of his uncle, a brave warrior played by Anthony Quinn, Mohammed, and his followers return to Mecca to liberate the city in the name of God. A film made by Muslims for Muslims, before the tragic events of 9/11.

#### Course Requirements:

**1. Seminar Sessions.** This course includes many discussions of essays and sacred text. In addition to general class discussion, each student serves as a specifically designated discussion participant (along with several others) on three occasions. Specific assignment dates will be worked out in the first class meeting. Note that scheduling complications make it impossible to make up missed discussion dates.

This course includes many seminar-style discussions of essays and sacred text. In addition to general class discussion, each student serves as a specifically designated leader (along with several others) on three randomly selected occasions. Preparation includes both reading a set of texts, and then submitting a 200 word seminar pre-write on e-learning by midnight the night before.

During classroom discussions of text, the assigned students will be called upon to present to the class the thesis of the essay as well as the outline, and to explain the supporting arguments. The student will also need to critique the writer's position and intent. Finally, the student will need to field questions. Evaluation of student performance for these discussions will be as follows:

- A = 8 points. Great seminar leading and great pre-write. Was able to present the thesis, explore the supporting arguments in depth and critique the writer and the writers' intent. Able to relate the material clearly to the films, text book, and other discussion texts. The pre-write contained at least two, perceptive, discussion-opening comments.
- B = 6 points. Either the seminar leading or the pre-write was great, but the other was weaker. Perhaps the pre-write contained just one discussion opening comment, or the seminar-leading was relatively passive.
- C = 4 points. Average pre-write and average seminar leading.
- D = 2 points. Great pre-write, but missing from seminar, or exhibited general familiarity with material only. Or great seminar leading, but missing pre-write or a pre-write that treated the material superficially.

- F = 0 points. Missing from seminar, or no pre-write.
- P = Evidenced exceptionally diligent study and reflection, irrespective of degree of comprehension. Worth full credit equal to the average of all other course work.

**2. Written Essays.** Four reflective essays will be assigned during the semester. These will form the basis for classroom analysis and for polling student perspectives. These will be evaluated as follows, but note that late papers cannot be accepted for credit, nor can papers written by students who do not participate in the classroom analysis.

- A = 5 points. Deeply reflective, integrating all relevant course materials with personal convictions through advanced analysis,
- B = 4 points. Thoughtful, critically integrating some outside material with personal convictions,
- C = 2 points. Thoughtful but non-critical, revealing limited familiarity with other's ideas on the topic,
- D = 1 point. Superficial with little use of non-obvious resources and critical method,
- F = 0 points. Late, missing, or not adequately addressing the issue posed; failure to attend the classroom analysis.
- P = Evidence of exceptionally diligent study and reflection, irrespective of degree of integration of relevant course materials through advanced analysis. Worth full credit equal to the average of all other course work.

**3. Film Writes.** This course includes the viewing and analysis of five feature films. After each viewing, a 100-150 word written response to a film-related prompt will be completed in the following class session. These will be evaluated according to the following criteria:

- A = 4 points. Deeply reflective and analytical, creatively integrating course materials and personal insights. Includes references to specific scenes, or character or plot developments.
- B = 3 points. Accurate, though perhaps with limited reflection, specifically referencing course materials and personal insights. References to scenes and characters are general rather than specific and precise.
- C = 2 points. Inaccuracies present in relation to the film, the textual material, or both.
- D = 1 point. Non-critical, revealing limited familiarity with the film and limited scholarly reflections
- F = 0 points. Late, missing, or showing evidence of having consulted only reviews or others' notes rather than actually having viewed and kept notes on the film.
- P = Evidence of exceptionally diligent study and reflection, irrespective of degree of integration of relevant course materials through advanced analysis. Worth full credit equal to the average of all other course work.

**4. Unit Tests and Exam.** Two unit tests will be administered along with a cumulative final exam. These may include both essay and objective questions and will cover texts, films, lectures and all seminar discussions, including those in which the student was not assigned to participate. These aim to measure the degree to which the student has mastered the objective dimension of the course.

**5. Alternative Assignment which Replaces the Final Exam.** Any student may substitute for the final exam four field studies of 150 words each. Each study will chronicle the student's visit to a public celebration in a religious tradition other than their own, and no two studies may be of traditions which belong to a single family. These all fall due on the same day, 12/19, and details may be found on the course e-Learning site under "Assignments."

#### Grades and Policy:

Course grades serve three functions; evaluation (how well the student is grasping cognitive materials), motivation (stimulate additional effort or provide reward as needed) and certification (provide evidence of the student's learning experience). These three are not always in perfect concordance, and they may not always reflect the student learning objectives perfectly. Yet a semester grade must be reported. The table below lists assignments and assignment weights.

For easy understanding, the grading system is additive, but please do not misunderstand this to imply that an assignment grade is something that a student earns for preparing for class. Rather, any particular assignment grade is really an historical record of the competency which a student displayed in a particular context at a particular moment in time.

Essays (four, each worth 5 points)	20 points
Film Writes (five, each worth 4 points)	20 points
Seminars (three, each worth 8 points)	24 points
Unit Tests (two, each worth 8 points)	16 points
Final Exam (or optional field observations)	20 points

Final grades will be awarded according to how many points were earned (and adjusted for "P" passing grades, if any) according to these cutoffs:

A = 96 to 100	B+ = 84 to 91	C+ = 59 to 67	D+ = 34 to 41	F = 0 to 15
A- = 92 to 95	B = 75 to 83	C = 50 to 58	D = 25 to 33	
	B- = 68 to 74	C- = 42 to 49	D- = 16 to 24	

As you'll observe, attendance in *Understandings of Religion* is not required, but note also that since assignment grades are always a record of a past event, they cannot be revised later. That is, essays, tests, discussions, in-class writes and field reports cannot be completed in advance, rescheduled or made up, even if the student encounters schedule conflicts arising from field trips, business trips, sporting events, campus activities or scheduled medical procedures, or if the student encounters delays due to computer failure or delayed acquisition of research materials. In cases of hardship the student may petition the professor to convert the entire course to "specially arranged."

Feel free to use electronic media during our class sessions for session related research on the fly. Please do not use it for Facebooking, e-mailing, texting, gaming, working on other assignment, shopping, or surfing. This not only irritates the instructor, but everyone in the seminar as well, and it also reduces the effectiveness of their learning experience. Students who feel they must engage in these activities will be invited to vacate the classroom.

If you have a documented disability and anticipate needing any accommodations for this course, please arrange to meet with me in the first weeks of class. The documentation must be on file with Carthage College learning specialist in the Advising Center (x5802.) This information will be kept strictly confidential. If you believe you may suffer from a disability but this has not been assessed or documented, the learning specialist can test and evaluate your circumstance at no cost to you.

Finally, please be advised that institutional policy stipulates serious penalty for plagiarism and academic dishonesty. Your participation in this course implies your declaration of intention to abide by the Carthage College honor code.

**Tentative Session Schedule – Section 1000-05 – Fall, 2014**

Day	Date	Class Session:	Assignment Due on this Date:
R	9/4	Personal Introductions, Course Introduction	Study syllabus, e-Learning resources.
T	9	Lecture: Family Tree of Faith Traditions.	Fisher chapter 1.
R	11	Seminar 1: What is Religion Anyway?	Essays by Freud, Marx, Sartre, Otto and Schleiermacher (on e-Learning). Seminar pre-write due 9/10.
T	16	Lecture: General Epistemology and Theism	Maczka text (on e-Learning).
R	18	Seminar 2: Ritual and Sacred Scripture	Livingston chs. 5 (Ritual) and 6 (Scripture). Seminar pre-write due 9/17.
T	23	In-class film-write #1. Lecture: Christianity.	View <i>Yentl</i> by class time (on e-Learning). Fisher chapter 8.
R	25	Seminar 3: Christian Sacred Text, and Christian Voices	Biblical Texts, and Essays by Barth, Moltmann and Kueng (all on e-Learning).
T	30	Seminar 4: Deity, and Cosmogony.	Livingston chs. 8 (Deity) and 9 (Cosmogony). Seminar pre-write due 9/29.
R	10/2	Collegial Poll #1: God.	Bring <i>God</i> essay to class! (assignment on e-Learning).
T	7	In-class film-write #2. Lecture: Hinduism.	View <i>Sorceress</i> by class time (on e-Learning). Fisher chapter 3.
R	9	Eyre film & in-class analysis: <i>330 Million Gods</i> .	--
T	14	Seminar 5: Hindu Sacred Text, and Hindu Voices.	Hindu texts (on e-Learning). Essays: Nikhilananda, Aurobindo, Radhakrishnan (on e-Lrng).
R	16	Lecture: "Human Problem." Theodicy in-class exercise.	Livingston chs. 10 ("Human Problem") and 11 (theodicy).
T	21	Unit Test One. Collegial Poll #2: Death and Life.	Bring <i>Death and Life</i> essay to class! (assignment on e-Learning).
R	23	In-class film-write #3. Lecture: Buddhism.	View <i>Water</i> by class time (on e-Learning). Fisher chapter 4.
T	28	Eyre film & class analysis: <i>Disappearing Buddha</i> .	--
R	30	Seminar 6: Buddhist Revered Text, and Buddhist Voices	Buddhist revered texts, and Essays by Suzuki, Sangharakshita, and Dhiravamsa (all on e-Learning).
T	11/4	Seminar 7: Ethics	Livingston chapter 12 (Ethics). Seminar pre-write due 11/3.
R	6	Collegial Poll #3: Ethics.	Bring <i>Ethics</i> essay to class! (assignment on e-Learning)
T	11	Eyre film and in-class analysis: <i>There is but One God</i>	--
R	13	In-class film-write #4. Lecture: Islam.	View <i>Why has Bodhi-Dharma Left ...?</i> by class time (on e-Learning). Fisher chapter 9.
T	18	Seminar 8: Islamic Sacred Text, and Muslim Voices.	Qur'anic texts, and Essays by Ullah, Kahn, and Nasr (all on e-Learning). Seminar pre-write due 11/17.
R	20	No class session.	--
<i>Have a great Thanksgiving break!</i>			
T	12/2	Seminar 9: Soteriology, and Fundamentalism	Livingston chapter 13 (Soteriology) and 15 (Fundamentalism). Seminar pre-write due 12/1. Optional field studies due in writing today!
R	4	In-class film-write #5. Collegial Poll #4: Experiencing Religiously	View <i>Message</i> by class time (on e-Learning). Bring Experiencing Religiously essay today (on e-Learning).
T	9	Seminar 10: Mediating Proposal Unit Test Two	Essay by Mark Heim (on e-Learning). Seminar pre-write due 12/8.
R	11	FINAL EXAM: 3:30 - 5:30 pm	

## Western Heritage II Spring 2013

John Isham  
Office: Lentz 209  
x2304

jisham@carthage.edu

Office hours: M 4-5; T 1-2 and 4-5; R 1-2; F 4-5

TR 2:20-4:00  
Location: LH 227

### The Course

The texts we will be reading together in this course have been chosen because they have been the pillars of the Western intellectual tradition. They have remained so until today because people from different eras and different walks of life have found these writings have held great meaning for them, though rarely in the same way. The primarily chronological order of the readings provides an overview of the intellectual tradition of the West, but the main reason for the order of the texts is to show you how these writers and thinkers have struggled with their own cultural inheritances. Our ultimate goal is not to remain the mere products of the deeds and thoughts of others, but to become individuals who understand our world more thoroughly and therefore individuals who can make informed and considered evaluations. By reading, discussing, and reflecting upon the thoughts of others, we ourselves can become truly independent thinkers.

Western Heritage is about questions, not answers. It is not intended to be a course in Western civilization or history. The point of any education is the ability to have choices, and to make them wisely. To do so, we must question ourselves and the world around us, and consequently strengthen or alter our views. This process continues throughout our lives, and so this course, while you may find it challenging, will be a rewarding beginning to your education both here at Carthage and in the world beyond.

### Texts

Dante, *Inferno* (Bantam, tr. Mandelbaum)

Montaigne, *Essays* (Penguin, tr. Cohen)

Shakespeare, *The Tempest* (Folger/Washington Square)

Bacon, *New Atlantis and The Great Instauration* (Crofts)

Locke, *A Letter Concerning Toleration* (Hackett)

Rousseau, *The First and Second Discourses* (Bedford/St. Martin's, tr. Masters & Masters)

Du Bois, *The Souls of Black Folk* (Signet)

→*The Declaration of Independence*, selections from Darwin and *The Communist Manifesto* will all be on eRacer. *The Discrete Charm of the Bourgeoisie* is a film (released in 1972 and directed by Luis Buñuel) that will be shown toward the end of the semester (at a site and time TBA).

## III. REQUIREMENTS & GRADING

### A. Participation & Attendance

30%

1. For every class you **must have you copy of the book** with you. Any student who does not have the book **gets an F for the day**. This **F** will generally be reflected in your quiz score (regardless of how many answers you get correct on the quiz).
2. Every student **must have his or her own copy of the book** (no sharing books between members of this class). You **must have a paper-edition of the book** (i.e., no kindles, nooks, or ereaders).

3. This course is intended to be a seminar in which everyone participates. You need not talk a lot, but you do need to speak, whether to express or defend your opinion, or to criticize or question a different opinion. Simply asking a question counts as well. An important part of this class is learning how to engage in *civil* and *rational* debate and conversation with people who hold different views. Remember to criticize the view, not the person.

4. If you are on a Carthage sports team, musical ensemble, or debate team and you need to miss class because of a game/performance/contest, you must notify me in advance of your absence. In addition to your notifying me, your coach or director must also send out an email explaining the absence and including your name. Absences for these above-stated reasons are not considered unexcused—so long as both you and your coach/director notify me.

5. If you are missing a class for none of the reasons mentioned just above in #4, do not send me an email explaining your absence. Each student is allowed two excused absences. After that absence, each additional absence will be considered unexcused. Unexcused absences will count against your grade—and any student with three unexcused absences will automatically fail the course.

6. If you are missing class due to a family emergency, you must contact the Dean of Students (Jason Ramirez at jramirez@carthage.edu). If he is able to document and confirm your situation, he (not you) will then email all of your instructors. A family emergency will be excused only if I receive a group email sent out to all of your instructors from Mr. Ramirez. Otherwise, the absence will not be excused.

7. Once again, for absences covered by #5 and #6 above, do not email me.

8. If an injury occurs during a Carthage team sporting activity (game, practice, etc.) that affects your ability to perform in, attend, or participate in class, I **must receive an email from your head coach** attesting to and corroborating the injury. There will be no exceptions to this rule.

9. All students who miss class are responsible for learning **from a classmate** what we did that day plus the assignments for future classes. Please do not send me emails asking me what you missed or what the assignment for the next class will be.

10. Do not schedule appointments or attend meetings during our class time. If you arrive late you will be considered tardy; if you attempt to leave class early because of an appointment, it will count as an absence for the entire class.

## **B. Final Exam**

**15%**

The final exam will take place **10:30am-12:30pm Wed. May 22** at a location to be announced. Please note that that will be the only time during which you can take the exam.

- C. Quizzes** **15%**  
Quizzes on the reading will be given **at the start of every class.**

- D. Written Assignments** **15%**  
You will have short written assignments throughout the semester. All assignments are to be typed on computer (not handwritten) and handed in at the beginning of class. Written assignments which are turned in after the beginning of class will receive no credit.

All written assignments are to be also submitted to turnitin.com (I will create a new folder for each assignment). Here is the turnitin information that you will need to enlist in our course:

- **Class/section ID:** 6088546
- **Enrollment password:** carthage

- D. Papers** **25%**  
You will write two four-page papers during the semester: the first will be 10% of your total grade, and the second will count for 20%. Both papers will consist of a first draft and a final draft. We will talk more about the process of and requirements for writing papers during the course of the semester. Papers will be due by 6pm Central Time on the date indicated, and must be e-mailed, both as an attachment (.doc or .rtf) and as text within the email. You will also submit your papers to turnitin.com. **Late papers will not be accepted.**  
**Note:** Academic Dishonesty and all forms of Academic Dishonesty are strictly prohibited. See the Western Heritage Guide's section on plagiarism for more details. If you are caught plagiarizing or engaging in any form of Academic Dishonesty, you will fail the course.

#### IV. CLASS RULES

- 1. Do not come to class without the book** we are reading for that particular day. Failure to do so will result in **an automatic F for that day on your quiz.**
- 2. No electronic devices** of any kind may be used during class.
- 3. No electronic devices are even to be visible during class.** Do not waste my time by making me try to figure out whether you are texting or not—it's actually not that hard for a teacher to tell.
- 4. Your hands** are to remain **on and/or above your desk at all times** during class.
- 5. You may not use ereaders** (Kindles, Nooks, etc.) for this class.
- 6. No getting up and leaving** while class is in session.
- 7. No eating** in class. You may bring whatever beverage you wish.
- 8. While class is in session, do not engage in a private conversation with the person speaking next to you.**
- 9. No passing or sharing notes between one another** during class.
- 10. No sleeping** in class.
- 11. No baseball caps, hoods, sunglasses, etc.** are to be worn in class.
- 12. On the desk** in front of you should be **only the text we are reading**, your notebook and a pen (or pencil). **Do not place your bags, backpacks, etc. on the desk**—they are to be placed on the floor.
- 13. Do not engage in any activity that causes a distraction** to the

instructor and/or other students in the class. It should be noted that I will be the one who defines what constitutes a distraction.

**14.** You are **not allowed to do work for other courses during our classtime**. Working on appointment calendars, schedules, etc. is also prohibited.

**15.** I am very aware of the clock and of the scheduled time at which our class ends. Please **do not begin to put your things away toward the end of class** (books, notebooks, papers, pens, pencils, etc.) until I have indicated that our discussion for that day has concluded.

## V. DISABILITIES

Carthage makes every effort to provide accessible facilities and programs for individuals with disabilities. Please see me during the first week of class if you anticipate needing any accommodations. You also need to provide documentation of a disability to Diane Schowalter in the Advising Center, x5802.

## WESTERN HERITAGE, Spring 2013 Reading Schedule

**R Feb. 7:** Introduction/Dante, *INFERNO*, Canto 1 (pp. 3-9)

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**T Feb. 12:** *INFERNO*, Cantos 2-8 (pp. 13-75)

**R Feb. 14:** *INFERNO*, Cantos 9-14 (pp. 77-131)

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**T Feb. 19:** *INFERNO*, Cantos 15-25 (pp. 133-235)

**R Feb. 21:** *INFERNO*, Cantos 26-34 (pp. 239-317)

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**T Feb. 26:** Montaigne, *Montaigne, ESSAYS*; "To the Reader" (p. 23), "On idleness" (pp. 26-29), "On the power of the imagination" (pp. 36-48), and "On Democritus and Heraclitus" (pp. 130-133)

**R Feb. 28:** *ESSAYS*; "On cannibals" (pp. 105-119), "On cruelty" (pp. 174-190), and "On repentance" (pp. 235-250)

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**T Mar. 5:** Shakespeare, *THE TEMPEST*, Act 1 (pp. 2-49)

**R Mar. 7:** *THE TEMPEST*, Acts 2-3 (pp. 54-117)

**Friday Mar. 8: First draft of Paper #1 due**

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**T Mar. 12:** Paper conferences

**R Mar. 14:** *THE TEMPEST*, Acts 4-5 (pp. 121-171)

**Sunday Mar. 17: Final version of Paper #1 due**

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**T Mar. 19:** *BACON, THE GREAT INSTAURATION* (pp. 1-17)

**R Mar 21:** *THE GREAT INSTAURATION* (pp. 19-33)

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**T Mar. 26:** SPRING BREAK

**R Mar. 28:** SPRING BREAK

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**T Apr. 2:** Locke, A LETTER CONCERNING TOLERATION (pp. 21-top of p. 41)

**R Apr. 4:** A LETTER CONCERNING TOLERATION (pp. 41-58)

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**T Apr. 9:** Rousseau, TO THE REPUBLIC OF GENEVA (pp. 76-90)

**R Apr. 11:** Rousseau, SECOND DISCOURSE (Preface) (pp. 91- bottom of p. 119)

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**T Apr. 16:** SECOND DISCOURSE (pp. 119-bottom of 141)

**R Apr. 18:** Jefferson, DECLARATION OF INDEPENDENCE

**Friday Apr. 19 : First draft of Paper #2 due**

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**T Apr. 23:** Paper Conferences

**R Apr. 25:** Marx, COMMUNIST MANIFESTO (pp. 1-21)

**Sunday Apr. 28 : Final version of Paper #2 due**

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**T Apr. 30:** Darwin, ORIGIN OF SPECIES, Chapter 4 ("Natural Selection"), pp. 1-16

**R May 2:** Two speeches of Booker T. Washington (available on-line and to be printed out) and Du Bois, THE SOULS OF BLACK FOLK (ch. 1 and ch. 3; pp. 7-16 and pp. 40-55)

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**T May 7:** THE SOULS OF BLACK FOLK, ch. 6 (pp. 79-96)

**R May 9:** Buñuel, THE DISCREET CHARM OF THE BOURGEOISIE

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**T May 14:** THE DISCREET CHARM OF THE BOURGEOISIE

**R May 16:** Final Review

Our **Final exam** will take place **10:30am-12:30pm Wed. May 22** at a location TBA.

Professor Christine Blaine

Office and Phone: DSC 122; 551-5872

Email: cblaine@carthage.edu

CHEM 1020: MWF: 10:30 – 11:35 AM, DSC 119

Office Hours: M: 1:00-3:00 PM; T: 10:00-11:30 AM; WF: 1:30- 2:30 PM or by appt

Term: Fall 2014

## CHM 1020: General Chemistry II

### TEXTS

J. Burge and J. Overby. *Chemistry: Atoms First*. First Edition. McGraw-Hill Companies, Inc. New York, NY © 2012

### LEARNING OUTCOMES (specific outcomes are listed on each homework assignment)

1. To draw and describe molecules in 3-D space.
2. To describe how structure and shape of a molecule affects intermolecular forces and properties of solutions.
3. To understand concepts in the areas of kinetics, equilibrium, acid/base chemistry, thermodynamics and electrochemistry and to show and explain the relationships among these areas.
4. To practice and improve upon problem-solving and critical thinking skills through examining and solving complex chemical systems

### TENTATIVE SCHEDULE

Date	Chapter	Sections
Sept 3	6: <i>Representing Molecules</i>	6.2-6.5 (Review)
Sept 5	7: <i>Molecular Geometry</i>	7.1, 7.2 (Review), 7.3, 7.4
Sept 8	7: <i>Molecular Geometry</i> ; QUIZ	7.3, 7.4, 7.5
Sept 10	7: <i>Molecular Geometry</i> ; 12: <i>Intermolecular Forces</i>	7.5 12.1
Sept 12	12: <i>Intermolecular Forces</i> ; QUIZ	12.1, 12.2, 12.6
Sept 15	12: <i>Intermolecular Forces</i> ; 13: <i>Properties of Solutions</i>	12.6 13.1, 13.2
Sept 17	13: <i>Properties of Solutions</i>	13.2, 13.3, 13.4
Sept 19	13: <i>Properties of Solutions</i> ; QUIZ	13.3, 13.4, 13.5
Sept 22	13: <i>Properties of Solutions</i> ;	13.4, 13.5
Sept 24	<b>EXAM #1</b>	-----

Sept 26	Chapter 14: <i>Kinetics</i>	14.2-14.3
Sept 29	Chapter 14: <i>Kinetics</i>	14.4, 14.5
Oct 1	Chapter 14: <i>Kinetics</i>	14.4-14.5
Oct 3	Chapter 14: <i>Kinetics</i> ; QUIZ	14.4, 14.5, 14.6
Oct 6	Chapter 14: <i>Kinetics</i>	14.6, 14.7
Oct 8	Chapter 14: <i>Kinetics</i>	14.7, 14.8
Oct 10	Ch. 15: <i>Equilibrium</i> ; QUIZ	15.1, 15.2
Oct 13	Ch. 15: <i>Equilibrium</i>	15.3, 15.4
Oct 15	Ch. 15: <i>Equilibrium</i>	15.3, 15.4
Oct 17	Ch. 15: <i>Equilibrium</i> ; QUIZ	15.5
Oct 20	Chapter 16: <i>Acids and Bases</i>	16.1 (review), 16.2, 16.3

Oct 22	<b>EXAM #2</b>	-----
Oct 24	<i>Chapter 16: Acids and Bases</i>	<b>16.3, 16.4</b>
Oct 27	<i>Chapter 16: Acids and Bases</i>	<b>16.5, 16.6, 16.7</b>
Oct 29	<i>Chapter 16: Acids and Bases</i>	<b>16.7, 16.8, 16.9</b>
Oct 31	<i>Chapter 17: Acid-Base Equilibria; QUIZ</i>	<b>16.10, 17.1</b>
Nov 3	<i>Chapter 17: Acid-Base Equilibria</i>	<b>17.2</b>
Nov 5	<i>Chapter 17: Acid-Base Equilibria</i>	<b>17.2, 17.3, 17.4</b>
Nov 7	<i>Chapter 17: Acid-Base Equilibria; QUIZ</i>	<b>17.3, 17.4</b>
Nov 10	<i>18: Chemical Thermodynamics</i>	<b>18.1, 18.2</b>
Nov 12	<i>18: Chemical Thermodynamics</i>	<b>18.3, 18.4</b>
Nov 14	<i>18: Chemical Thermodynamics; QUIZ</i>	<b>18.5, 18.6</b>
Nov 17	<i>18: Chemical Thermodynamics</i>	<b>18.5, 18.6</b>
Nov 19	<i>19: Electrochemistry</i>	<b>19.1</b>
Nov 21	<b>EXAM #3</b>	-----
Nov 23-30	<b>Thanksgiving Vacation</b>	-----
Dec 1	<i>19: Electrochemistry</i>	<b>19.2</b>
Dec 3	<i>19: Electrochemistry</i>	<b>19.3</b>
Dec 5	<i>19: Electrochemistry; QUIZ</i>	<b>19.4</b>
Dec 8	<i>12: Solids</i>	<b>12.4</b>
Dec 12	<b>FINAL EXAM: 10:30-12:30 PM</b>	-----

## REVIEW

You will be responsible for the material covered in CHM 1010: General Chemistry I. Material that will be assumed MASTERED includes Chapters 1-5, Review parts from Chapter 6 and 7, and Chapters 8-11.

## EVALUATION

Hour Exams (3)	300 points
Final Exam	120 points
Quizzes/Participation	80 points
Homework	100 points
<u>Laboratory</u>	<u>200 points</u>
Total	800 points

The chemistry department has instituted a policy that all students **MUST** pass the lecture and laboratory portion of the class in order to pass CHM 1020.

## GRADING SCALE

92-100	A	70-71	C-
90-91	A-	68-69	D+
88-89	B+	62-67	D
82-87	B	60-61	D-
80-81	B-	59 and below	F
78-79	C+		
72-77	C		

## **HOURLY EXAMS AND ATTENDANCE**

There will be **THREE** hourly exams given throughout the semester and a final exam. Please take note of the dates of these exams. Please note that **NO** make-up exams are given. Attendance is required for examinations.

If you know you will miss class due to outside activities, contact the instructor **prior** to missing that class period. **You are responsible for information missed in class, including lecture notes, homework assignments and handouts.** Please see instructor for handouts and assignments. Past experience in my courses suggests that students who miss several classes tend to perform poorly on exams and quizzes.

## **CLASS PARTICIPATION**

Class participation is an essential part of this course. We will spend some portion of class time discussing concepts/problems in a group environment. Your participation is expected. Teamwork is a common model used in industry today, so enjoy yourself! Throughout the semester, you will be encouraged to present discussion questions/problems to the class. By working in groups, you will learn the material better, and you will have the opportunity to improve your oral communication skills.

## **QUIZZES**

Quizzes will be given on the days denoted in the syllabus. These quizzes are designed to provide timely assessment of your understanding of the concepts being covered in class. Remember the importance of self-quizzing. Please note that **NO** make-up quizzes are given. You will have the opportunity to drop **ONE** quiz during the semester. If you miss a quiz that quiz will be dropped.

## **HOMEWORK**

**SELECTED** homework problems will be graded on a 10-point scale. Homework is **DUE BY 3 PM ON THE DUE DATE**. If your homework is not turned in or is turned in late, **no credit** will be given for that assignment. A thorough understanding of the homework should result in positive exam scores.

## **LABORATORY**

The laboratory portion of this course is essential to understanding and applying the many concepts we will study in class. The laboratory portion of the course comprises 25% of your course grade. **Attendance in the laboratory is required.** Any possible conflicts with outside activities (sports, clubs, etc.) should be worked out prior to the time of laboratory registration. Labs cannot be made up without the **prior** permission of the laboratory instructor. **You must pass the lab in order to pass the class.**

## **eRACER**

Course information and reading assignments will be placed on eRacer. Access to eRacer is through the My.Carthage page. ([www.carthage.edu](http://www.carthage.edu)). You will then need to log into your novell account and eRacer is one of the tabs.

## **ELECTRONICS IN THE CLASSROOM**

In order to practice learning in a work/professional environment, this classroom will be designated as a low tech classroom. The following electronic devices are not to be used during class periods: cell phones, PDAs, and MP3 players. A laptop may be used for the purpose of taking

notes **ONLY**. If you are expecting an emergency phone call, please talk to me at the beginning of class and you will be allowed to keep your cell phone on during that period.

### **CALCULATORS**

Hand held calculators are permitted during exams, as long as they are not used in a programming mode. Please bring your calculator to all classes and to lab. Your calculator should have the four basic arithmetic functions (+, -,  $\times$ ,  $\div$ ) plus log, ln (natural log),  $10^x$  (inverse log),  $e^x$  (inverse ln),  $1/x$ ,  $y^x$ , and  $\sqrt{\quad}$  keys. It must also be able to handle scientific notation. You do not need a sophisticated and expensive graphing calculator.

### **LEARNING CHALLENGES**

If you have a disability that affects your learning and anticipate needing accommodations in this course, please make arrangements to meet with me as soon as possible. If the use of electronic devices helps in your learning, please discuss with me during the first few days of class. Diane Schowalter, the learning specialist, is also available for help and assessment (Ext: 5802)

### **ACADEMIC HONESTY**

With respect to working together on homework, the work turned in **MUST** be **individual work**. You may work together on setting up the problems and discussing them, but please make sure it is in your own words. All work on exams **MUST BE YOUR OWN**. Non original work is not allowed. Non original work includes any source that is not written by you, (i.e., lab partner, Wikipedia, Internet, journals, textbooks, etc.).

Students will be penalized as stated below for any non original work.

- Loss of 5 points for the first sentence that is the same
- Loss of another 5 points for the second sentence that is the same
- Loss of 10 additional points for each sentence after the first two that are the same

The first offense will result in a firm warning and review of the student community code. A second offense can result in a report of plagiarism to the Dean's office. With respect to quoting, only one sentence may be quoted, no paragraph or multiple sentences is allowed. Please consult the College Academic Honesty Guidelines in the Student Community Code, <http://www.carthage.edu/campus-life/code/academic-concerns/> especially related to academic concerns. **You are responsible for reading and for understanding the Student Community Code book with respect to citing sources and plagiarism.** If you have any clarification questions, please feel free to ask me.

### **FINAL COMMENTS**

The instructor reserves the right to change the syllabus, when appropriate. The class will be notified of any changes. Please note that respect is necessary in any learning environment (i.e., group discussions, professor presentations or student presentations). Please avoid talking, tardiness, and/or disruptive behavior while the instructor or other students are presenting.

Please remember that our classroom will be a place where we will dialogue with each other. We will work together to learn the material; however, remember that you are responsible for the grade you earn and the knowledge you possess. Open your mind and heart to the joys of chemistry!!!

*I look forward to learning with you this semester!!*

# Chemistry 1020 Laboratory Course Facts

## Objectives of the Course:

1. To have the concepts learned in lecture reinforced with concrete experiments done in the laboratory.
2. To become familiar with basic laboratory techniques in chemistry such as pipeting, weighing, solution preparation, titrimetric analysis, and computer modeling.
3. To gain a better appreciation of accuracy and precision in scientific measurements and to learn to identify and quantify experimental errors.
4. To learn to use spread sheet software to graphically analyze experimental data.
5. To learn how to write clear, professional scientific reports.

## Lab Drawers:

**Check-In and Check-Out** Early in the semester, each student will be given a key to a lab drawer. Always bring the key with you to lab. The lab drawer will be shared with one other student. Each student will be responsible for the contents of the drawer, especially the lab key (\$25.00). On the last day of lab, you must return your key or pay the \$25.00 replacement fee. **If for any reason you should drop the course, you must return your drawer key to your LECTURE course instructor.** You will not be able to register for future classes until you return your drawer key or pay the \$25.00 replacement fee to the lecture instructor.

**Goggles:** Departmentally approved goggles must be worn at all times during the laboratory period. They may be purchased in the bookstore.

## Pre-Laboratory Assignments:

For most of the experiments, a pre-laboratory assignment is due at the beginning of the laboratory period. The assignment should be completed on the sheet found in your laboratory manual. You must turn in the appropriate pre-laboratory assignment at the beginning of the lab. **No one will be allowed to start the experiment until they turn in the pre-lab assignment. Pre-laboratory assignments should be done individually.**

## Lab Reports:

Most lab reports will be due one week after completing the experiment and will involve completing a worksheet found after the experimental procedure. The report will involve answering a set of questions about the experiment, showing relevant calculations, examining sources of error, and interpreting the experimental results. **The reports are to be done individually.** Data will be collected in groups, but the lab report must be completed by the individual. **Any group of lab reports that contain similar information will be challenged and a penalty will be assessed if the instructor determines that unethical behavior occurred.** There are a few laboratories that will be performed where the worksheets will be done in groups and one copy per group will be handed into the instructor.

For one experiment, each student will write a formal, typewritten lab report. The sections that must be included in the formal lab report are described in the lab manual. A portion of the pre-lab lecture will be devoted to discussing how to write the formal report. You will be asked to turn in drafts of this report for feedback before submitting the final report. Learning how to write clear, accurate, and concise reports that describe the results of scientific experiments is an extremely important skill. It is also crucial that you learn the accepted style and syntax of scientific writing.

**The penalty for late labs is 15% per day, including weekends.**

### **Attendance and Missed Labs:**

**Lab attendance is required. There are very few valid reasons for missing a lab.** If a lab is missed, special arrangements will be necessary for a make-up lab. Please notify the instructor of an absence several days before the missed lab period to schedule a makeup time within one week of the lab. Failure to perform three labs over the course of the semester will result in failure of the lab. Failure of the laboratory results in failure of the entire course.

### **Evaluation:**

Laboratory work constitutes 25% of your course grade, but **failure of the lab will result in failure of the course.** The laboratory grade will be computed upon the following basis.

<b>Lab Reports</b>	<b>850 points</b>
<b>Formal Lab Report</b>	<b>120 points</b>
<b>Pre-Laboratory Assignments</b>	<b>80 points</b>
<b><u>Laboratory Notebook</u></b>	<b><u>50 points</u></b>
<b>Total Points</b>	<b>1100 points</b>

### **Laboratory Notebooks:**

Before the first lab period, purchase a standard composition notebook that will serve as your laboratory notebook. As each experiment is completed, record data and observations in this notebook. Your instructor will check laboratory notebooks and five (5) points will be awarded for each check based on the following rubric:

#### **Laboratory Notebook Evaluation**

- Title, date, name, and lab partner appear on first page
- Procedural changes are noted
- Detailed observations are recorded
- Numerical values include units and sig figs
- Data is recorded in well-labeled table

\_\_\_\_\_ / 5 points

#### **Key Points to Remember When Recording Data in a Laboratory Notebook:**

1. All the data collected in each experiment must be recorded in ink in a lab notebook. Do not record data on the report sheet or on scraps of paper and then later transfer it into the notebook.

2. Do not erase or write over data entered into the notebook. If mistakes are made, draw a single line through the incorrect data and enter the correct data next to the stricken line.
3. Do not write on the back side of the pages.
4. All data entries should be labeled and include appropriate units (i.e., mass of  $\text{KIO}_3$ : 0.103 g). All tables and figures should include titles and figure captions.

**For Each Experiment, Include the Following Sections in your Notebook:**

Table of Contents: There are two pages provided at the beginning of the notebook to list the experiment title and the date the experiment was performed. The page number on which the experiment begins corresponds to the number at the left side of the column.

Important Information: On the first page of each experiment, fill in the title of the experiment, the date of the experiment, your name, and the name, phone number and/or email address of your lab partner.

Procedural Changes and Procedure: Write in your notebook any changes to the procedure that were discussed during the instructor's pre-lab lecture. Also include any changes/errors that you made while performing the experiment. In labs where you are asked to design your own experiment, a complete procedure will need to be written out. For all the other labs, though, only record changes that were made to the procedure as it appears in the lab manual.

Experimental Data and Observations: After the procedure section, include a section with a consistent and clear format for recording your data and experimental observations. When performing a titration or an experiment in which you collect multiple pieces of data, construct a data table.

Calculations: It is always a good idea to make sure that you understand how to perform an experiment's calculations before leaving the lab. Write out these calculations in your lab notebook.

**An Example of a Notebook Entry for a hypothetical experiment is shown below.**

*Experiment 3: The Standardization of a NaOH Solution*

*10/26/07*

*Lab Partner's name, phone number, and email address.*

Procedural Changes:

A 250 mL Erlenmeyer flask will be used instead of a 125 mL Erlenmeyer flask.

Three trials of each titration will be performed instead of four trials.

I spilled some of the solid  $\text{KHC}_8\text{H}_4\text{O}_4$  when transferring it to the Erlenmeyer flask in Trial 1

Observations:

The  $\text{KHC}_8\text{H}_4\text{O}_4$  is a white solid. When dissolved in water, a clear and colorless solution results. The NaOH and the indicator, phenolphthalein, are clear and colorless solutions. I added two drops of the indicator to each 250 mL Erlenmeyer flask containing the  $\text{KHC}_8\text{H}_4\text{O}_4$  dissolved in water, except in Trial 3 where four drops were added. Upon addition of the NaOH solution to the Erlenmeyer flask containing the  $\text{KHC}_8\text{H}_4\text{O}_4(\text{aq})$  and the indicator, a faint drop of pink results

and then disappears. As more NaOH solution is added, the pink color remains for a longer period of time. At the endpoint, the solution remained a faint pink. In Trial 3, I added too much NaOH and a dark pink color resulted.

Data Table for Titration:

**Table 1.** Data for the Titration of  $\text{KHC}_8\text{H}_4\text{O}_4$  with NaOH

Trial	Mass of KHP (g)	Initial Buret Reading (mL)	Final Buret Reading (mL)	Volume of NaOH Used (mL)	Molarity of NaOH (M)
1	1.320	0.01	13.95	13.94	0.4637
2	1.318	13.95	27.80	13.85	0.4660
3	1.325	27.80	41.80	14.00	0.4635

\*The sample calculations requested in the laboratory manual would be started on a new white page.

**Citing Sources:**

In many of the lab write-ups, you will be asked to consult outside sources in order to complete the assignment. Proper citation of these sources is as important in a chemistry course as it is in a Heritage course. For additional citation assistance, do not hesitate to ask your instructor or consult the Carthage Writing Center:

<http://www.carthage.edu/writing/student-resources/#citing>

The citation format used in CHM 1020 is the Council of Science Editors (CSE) style. If you follow the link above to citation formats, you will eventually arrive at a CSE reference page. Here is a link directly to this reference:

[http://bcs.bedfordstmartins.com/resdoc5e/RES5e\\_ch11\\_s1-0001.html](http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch11_s1-0001.html)

**Citing Within Text:**

Outside sources will be documented in the text using the superscript method: *Argon is chemically inert and its presence in air poses no problem to human well-being<sup>(3)</sup>.*

**Works Cited Format:**

A reference list of works cited will be included at the end of your work, listed in citation order. Consult the second link above for the exact format for your particular outside source, *i.e.* book, journal article, online, *etc.* For, example the correct format for a book with one author would be:

3. Melchias G. Biodiversity and conservation. Enfield (NH): Science; 2001.

Experiment	Week of	Title	Prelab ?	Notebook ?
1	2/10	<b>Chemistry 1010 Review</b>	No	No
2	2/17	<b>Intermolecular Interactions</b>	Yes	No
3	2/24	<b>Spectrophotometric Analysis of a Mixture</b>	Yes	Yes
4	3/3	<b>Rates of Reaction</b>	Yes	Yes
5	3/10	<b>Chemical Kinetics</b>	Yes	Yes
6	3/17	<b>LeChatelier's Principle</b>	Yes	Yes
	3/24	<b>Spring Recess- No Lab</b>		
7	3/31	<b>Acid-Base Titrations</b>	Yes	Yes
8A	4/7	<b>Investigative Chemistry- Experimental Design</b>	No	Yes
8B	4/14	<b>Investigative Chemistry- Experimentation</b>	No	Yes
9	4/21	<b>Investigation of Buffers and Salts</b>	Yes	Yes
10	4/28	<b>Redox Reactions</b>	No	No
11	5/5	<b>Galvanic Cells</b>	Yes	Yes
12	5/12	<b><i>Science Symposium/Cool Glue-An Investigation of Gibbs Free Energy</i></b>	No	Yes

**Carthage College Department of Biology**  
**BIOLOGY 1040**  
**Anatomy and Physiology for Health Professionals I**

**Fall 2015**

Lecture: Mon – Wed – Fri Section 1, 9:15-10:20 a.m. and  
 Section 3, 11:00-12:05 p.m. CC 106

Lab. Sect. 1: Tuesday 4:30-6:00 p.m. DSC Room 218

Lab. Sect. 3: Tuesday 6:00-7:30 p.m. DSC Room 218

**Course Description and Goals**

Proposed Catalog Description: This course, the first in a two-part sequence, is designed to allow the learner to explore foundational concepts of human anatomy and physiology. The course emphasizes the integration of anatomical structure with physiologic function and processes. This course is designed to help the student integrate knowledge of human anatomical structure with the corresponding physiological processes and function of selected body systems. The course provides an overview of basic and biochemistry, cellular function, and histology. Body systems covered in this course include the integumentary, skeletal, muscular, nervous, special senses, and endocrine systems. This course includes a laboratory. Prerequisites: Biology 1100 or equivalent

**Student Learning Outcomes:**

1. Use appropriate terminology when describing anatomical structures and physiologic processes.
2. Describe common anatomical features of selected body systems.
3. Explain physiological functions and processes of selected body systems.
4. Discuss the integration of anatomical structures with physiological function of selected body systems.
5. Engage in ethical and rigorous scientific inquiry in the laboratory setting.
6. Accurately interpret and present anatomical and physiological data.
7. Apply concepts of structure and function in the laboratory setting

**Lecture Schedule**

<b>Date</b>	<b>Lecture or Laboratory Topic</b>	<b>Book Chapter</b>
2/3/10	Introduction to Anatomy and Physiology, Syllabus, How to succeed, The Human Body Orientation	1
2/5/10	Chemistry Comes Alive: Basic and Biochemistry	2
2/8/10	Chemistry Comes Alive: Basic and Biochemistry	2
2/9/10	<b>Labs 1 + 2: Anatomical Terminology and Body Organization + Cellular Transport Lab 2: PhysioEx Exer 1: Cell Transport and Permeability</b>	
2/10/10	Cells: The Living Units	3
2/12/10	Cells: The Living Units	3
2/15/10	Tissue: The Living Fabric	4
2/16/10	<b>Labs 3 : Histology: Classification of tissue: muscle, bone, cartilage, connective tissue</b>	

2/17/10	Tissue: The Living Fabric	4
2/19/10	<i>Lecture Exam 1 (Chapters 1-4)</i>	****
2/22/10	The Integumentary System	5
2/23/10	<b>Lab 4: Skeletal System</b>	
2/24/10	The Integumentary System	5
2/26/10	Bones and Skeletal Tissues	6
3/1/10	Bones and Skeletal Tissues	6
3/2/10	<i>Lab Exam 1 – Labs 1-4</i>	####
3/3/10	Joints (Articulations)	8
3/5/10	Joints (Articulations)	8
#####	<b>Spring Break March 8-12</b>	#####
3/15/10	Muscular Tissue	9
3/16/10	<b>Lab 5: Articulations</b>	
3/17/10	Muscular Tissue	9
3/19/10	The Muscular System	10
3/22/10	The Muscular System	10
3/23/10	<b>Lab 6 + 7: Muscular System</b> <b>PhysioEx Exer 2: Muscular System Physiology</b>	
3/24/10	Fundamentals of the Nervous System and Nervous Tissue + Review	11
3/26/10	<i>Lecture Exam 2 (Chapters 5-10)</i>	****
3/29/10	Fundamentals of the Nervous System and Nervous Tissue	11
3/30/10	<b>Lab 8: Reflexes and the Eye, Nervous System, the Brain, and the Ear</b>	
3/31/10	The Central Nervous System	12
4/2/10	<b>Easter Recess</b>	****
4/5/10	<b>Easter Recess</b>	****
4/6/10	<b>Lab 9: Review Lab</b>	
4/7/10	The Central Nervous System	12
4/9/10	The Peripheral Nervous System	13
4/12/10	The Peripheral Nervous System	13
4/13/10	<i>Lab Exam 2 – Labs 6-9</i>	####
4/14/10	The Peripheral Nervous System	13

## BIOLOGY 1040 HUMAN ANATOMY AND PHYSIOLOGY I (Continued)

Date	Lecture Topic or Laboratory Topic	Book Chapter
4/16/10	The Autonomic Nervous System	14
4/19/10	The Autonomic Nervous System	14
4/20/10	<b>Lab 10 : Physio Ex Exer 3: Neurophysiology of Nerve Impulses</b>	
4/21/10	The Special Senses	15
4/23/10	The Special Senses	15
4/26/10	<b>Review</b>	15
4/27/10	<b>Labs 11: Physio Ex Exer 4: Endocrine System Physiology</b>	
4/28/10	<i>Lecture Exam 3 (Chapters 11-15)</i>	****
4/30/10	The Special Senses	15
5/3/10	The Endocrine System	16
5/4/10	<b>Labs 12: Review Lab</b>	
5/5/10	The Endocrine System	16
5/7/10	The Endocrine System	16
5/10/10	<b>Comprehensive Review</b>	
5/11/10	<b>Lab Exam 3 – Labs 10-15</b>	
	<b>Final Comprehensive Exam - Sec 1 May 17, 8-10 am Sec 3 May 19, 8-10 a.m.</b>	\$\$\$\$

**Grading:** Three Lecture Exams = 300 points  
 Three Laboratory Exams = 300 points  
 One Lab Presentation = 25 points  
 Final Comprehensive Exam = 200 points  
**Total Points for Course 825 points**

**Instructors:** **Lecture:** Paul F. Martino, M.S., Ph.D. Office: DSC 216  
 Office Hours: To be announced  
 e-mail address: pmartino@carthage.edu

### **Required Class Items:**

**Reference Text:** Elaine N. Marieb and Katja Hoehn. *Human Anatomy and Physiology*,

**Anatomy TV:** You will purchase a 1 semester online subscription from the bookstore.

### **Not Required but Recommended Class Items:**

**A Visual Analogy Guide to Human Anatomy and Physiology**, by Paul A. Krieger, ISBN: 089582-801-4. This is a great supplement with tricks on remembering anatomical structures.

**A Visual Analogy Guide to Human Anatomy**, by Paul A. Krieger, ISBN: 089582-800-6

**Anatomy and Physiology Coloring Workbook, A Complete Study Guide**, ISBN: 0-8053-7276-8

**Instructors:** Paul F. Martino, M.S., Ph.D. (Main Instructor)  
Office: Room 216, DSC  
Office Hours: See schedule handout for hours or make an alternative by appointment that is more convenient  
Email: [pmartino@carthage.edu](mailto:pmartino@carthage.edu)

**Special Learning Needs Students:**

Students with special learning needs are encouraged to see me during the first week or two of class to discuss appropriate accommodations and support. You should also have documentation on file with Diane Schowalter in the Advising Center (x5802.) This information will be kept confidential.

**Attendance Policy:**

Attendance is extremely important for achieving a good grade in this course; however it is not required, attendance will be taken daily, but no points will be added or deducted from your grade based on your attendance. If you miss a significant number of lectures and or laboratories, you will probably do poorly in this class. If you are unable to attend class, it is **a courtesy** to inform the instructor, and your responsibility to find out what material was missed.

**Phones:**

Please **silence all phones** during class meeting times. **Texting** in class is rude, and not allowed.

**Computers:**

**Computers are okay to use in class, however misuse of laptops during class will result the possibility of revoking the privilege.**

**Academic Integrity and other behaviors:**

All Carthage policies regarding *academic misconduct* (plagiarism, cheating, etc.) will be enforced in this class. Refer to the student handbook.

**What is plagiarism:**

**All of the following are considered plagiarism:**

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. See our section on [citation](#) for more information on how to cite sources properly. Adapted from [http://www.plagiarism.org/plag\\_article\\_what\\_is\\_plagiarism.html](http://www.plagiarism.org/plag_article_what_is_plagiarism.html)

Important schedule and other information are often conveyed at the beginning of class. It is important that you do not arrive late for class.

*Aggressive, offensive, or other inappropriate behaviors* will not be tolerated.

It is expected that you will *conduct yourself in a professional manner* at all times.

### **Grading:**

The following grade scale will be used to determine your grades on assignments, exams, and your final grade. There will be no grade negotiations.

<b>A</b>	94% or above
<b>A-</b>	90 – 93
<b>B+</b>	87 – 89
<b>B</b>	84 – 86
<b>B-</b>	80 – 83
<b>C+</b>	77 – 79
<b>C</b>	74 -- 76
<b>C-</b>	70 -- 73
<b>D+</b>	67 -- 69
<b>D</b>	64 -- 66
<b>D-</b>	60 -- 63
<b>F</b>	< 60

### **Missed Assignments or exams:**

It is the student's responsibility to make up all missed assignments, quizzes, and exams. Papers and due dates are assigned at the beginning of the semester and therefore none will be accepted late except for officially excused absences (see college official policy.) If you do have a conflict, discuss it with your instructor as soon as possible. Remember, the better your time management the greater your chances for success in this and all your classes.

### **Core Abilities You Will Learn in this Course:**

#### **Communicate Effectively**

- a. Use effective oral communication skills
- b. Use effective written communication
- c. Apply standard rules of language structure, including grammar and spelling

- d. Listen actively
- e. Derive meaning from text
- f. Communicate in a bias-free manner
- g. Support viewpoints with evidence

**Collaborate with Others**

- a. Demonstrate respect in relating to people
- b. Cooperate and resolve conflicts effectively
- c. Participate in shared problem solving

**Respect Diversity**

- a. Acknowledge personal prejudices and biases
- b. Appreciate perspectives of people outside your own background and culture
- c. Work collaboratively with persons from other backgrounds and cultures
- d. Demonstrate sensitivity to global issues

**Demonstrate Responsibility**

- a. Attend classes as scheduled
- b. Turn in quality work
- c. Adhere to safety rules and regulations
- d. Act professionally to fulfill job duties within chosen field
- e. Demonstrate flexibility and self-directedness in learning
- f. Acknowledge a responsibility to the global community (cultural, economic, environmental, and political)
- g. Practice environmental sensitivity in profession

**Think Critically**

- a. Differentiate between fact and fiction
- b. Consider other viewpoints and perspectives
- c. Present logical arguments
- d. Evaluate sources of information to solve problems

**Utilize Technology**

- a. Use technology to communicate
- b. Solve problems using technology
- c. Use appropriate technology to manage information
- d. Recognize the impacts of technology

**Apply Math and Science**

- a. Apply math concepts and principles appropriately

**Carthage College**  
**Department of Biology**  
**BIOLOGY 1041 ANATOMY AND PHYSIOLOGY FOR HEALTH**  
**PROFESSIONALS II**  
**Spring 2016**

Lecture: Mon – Wed – Fri Section 1, 9:15-10:20 a.m.  
 Section 2, 11:00-12:05 p.m. CC 106  
 Lab. Sect. 1: Tuesday 4:30-6:00 p.m. DSC Room 218  
 Lab. Sect. 3: Tuesday 6:00-7:30 p.m. DSC Room 218

**Course Description**

Proposed Catalog Description: This course is the second in a two-part sequence, is designed to allow the learner to explore foundational concepts of human anatomy and physiology, focusing on the selected body systems. The course emphasizes the integration of anatomical structure with physiologic function and processes. This course focuses on the hematopoietic, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems, and processes of fluids/electrolyte and acid/base balance. This course includes a laboratory. Prerequisites: Successful completion of Biology 2010

**Learning Outcomes:**

- Outcome 1: Use appropriate terminology when describing anatomical structures and physiologic processes.
- Outcome 2: Describe common anatomical features of selected body systems.
- Outcome 3: Explain physiological functions and processes of selected body systems.
- Outcome 4: Discuss the integration of anatomical structures with physiological function of selected body systems.
- Outcome 5: Engage in ethical and rigorous scientific inquiry in the laboratory setting.
- Outcome 6: Accurately interpret and present anatomical and physiological data.
- Outcome 7: Apply concepts of structure and function in the laboratory setting

**Lecture Schedule**

<b>Date</b>	<b>Lecture or Laboratory Topic</b>	<b>Book Chapter</b>
2/3/10	Introduction, Syllabus, How to succeed, Blood	17
2/5/10	Blood	17
2/8/10	The Cardiovascular System: The Heart	18
2/9/10	<b>Labs 1 + 2: Histology: Heart, blood vessels, leukocytes and erythrocytes</b>	
2/10/10	The Cardiovascular System: The Heart	18
2/12/10	The Cardiovascular System: The Heart	18
2/15/10	The Cardiovascular System: The Heart	18
2/16/10	<b>Labs 3 + 4: Histology: Respiratory, digestive, urinary, reproductive</b>	
2/17/10	The Cardiovascular System: Blood Vessels Part I, Overview of Structure Function & Review	19

2/19/10	<b>Lecture Exam 1 (Chapters 17-18)</b>	****
2/22/10	The Cardiovascular System: Blood Vessels Part I Overview of Structure Function	19
2/23/10	<b>Lab 5: Heart</b>	
2/24/10	The Cardiovascular System: Blood Vessels Part II, Physiology of Circulation	19
2/26/10	The Cardiovascular System: Blood Vessels Part III, Circulatory Pathways of the Body	19
3/1/10	The Lymphatic System	20
3/2/10	<b>Lab Exam 1 – Labs 1-4</b>	####
3/3/10	The Lymphatic System	20
3/5/10	The Immune System: Innate and Adaptive Body Defenses	21
#####	<b>Spring Break March 8-12</b>	#####
3/15/10	The Immune System: Innate and Adaptive Body Defenses	21
3/16/10	<b>Lab 6: Blood vessels</b>	
3/17/10	The Respiratory System	22
3/19/10	The Respiratory System	22
3/22/10	The Respiratory System	22
3/23/10	<b>Lab 7: Heart and blood vessels</b>	
3/24/10	Digestive System: Part I, Overview + Review	23
3/26/10	<b>Lecture Exam 2 (Chapters 19-22)</b>	****
3/29/10	Digestive System: Part II, Functional Anatomy	23
3/30/10	<b>Lab 8: Heart and blood vessels</b>	
3/31/10	Digestive System: Part III, Physiology of Chemical Digestion and Absorption	23
4/2/10	<b>Easter Recess</b>	****
4/5/10	<b>Easter Recess</b>	****
4/6/10	<b>Lab 9: PhysioEx Exer 8: Chemical and Physical Digestion</b>	
4/7/10	The Urinary System	25
4/9/10	The Urinary System	25
4/12/10	The Urinary System	25
4/13/10	<b>Lab Exam 2 – Labs 6-9</b>	####
4/14/10	Fluid, Electrolytes, and Acid Base	26

## BIOLOGY 1040 HUMAN ANATOMY AND PHYSIOLOGY I(Continued)

Date	Lecture Topic or Laboratory Topic	Book Chapter
4/16/10	Fluid, Electrolytes, and Acid Base	26
4/19/10	Fluid, Electrolytes, and Acid Base	26
4/20/10	<b>Lab 10: PhysioEx Exer 9: Renal System Physiology</b>	
4/21/10	The Reproductive System	27
4/23/10	The Reproductive System	27
4/26/10	<b>Review</b>	
4/27/10	<b>Labs 11: Physio Ex Exer 10: Acid-Base Balance</b>	
4/28/10	<i>Lecture Exam 3 (Chapters 23-27)</i>	****
4/30/10	The Reproductive System	27
5/3/10	Pregnancy and Human Development	28
5/4/10	<b>Labs 12: Reproductive System</b>	
5/5/10	Pregnancy and Human Development	28
5/7/10	Heredity	29
5/10/10	<b>Comprehensive Review</b>	
5/11/10	<i>Lab Exam 3 – Labs 10-12</i>	
	<b>Final Comprehensive Exam - Sec 1 May 17, 8-10 am Sec 3 May 19, 8-10 a.m.</b>	\$\$\$\$

**Grading:** Three Lecture Exams = 300 points  
Three Laboratory Exams = 300 points  
One Lab Presentation = 25 points  
Final Comprehensive Exam = 200 points  
**Total Points for Course 825 points**

**Instructors:** **Lecture:** Paul F. Martino, M.S., Ph.D.      Office: DSC 216  
Office Hours: To be announced  
e-mail address: pmartino@carthage.edu

### **Required Class Items:**

**Reference Text:** Elaine N. Marieb and Katja Hoehn. *Human Anatomy and Physiology*,

**Anatomy TV:** You will purchase a 1 semester online subscription from the bookstore.

### **Not Required but Recommended Class Items:**

**A Visual Analogy Guide to Human Anatomy and Physiology**, by Paul A. Krieger, ISBN: 089582-801-4. This is a great supplement with tricks on remembering anatomical structures.

**A Visual Analogy Guide to Human Anatomy**, by Paul A. Krieger, ISBN: 089582-800-6

**Instructors:** Paul F. Martino, M.S., Ph.D. (Main Instructor)  
Office: Room 216, DSC  
Office Hours: See schedule handout for hours or make an alternative by appointment that is more convenient  
Email: [pmartino@carthage.edu](mailto:pmartino@carthage.edu)

**Special Learning Needs Students:**

Students with special learning needs are encouraged to see me during the first week or two of class to discuss appropriate accommodations and support. You should also have documentation on file with Diane Schowalter in the Advising Center (x5802.) This information will be kept confidential.

**Attendance Policy:**

Attendance is extremely important for achieving a good grade in this course; however it is not required, attendance will be taken daily, but no points will be added or deducted from your grade based on your attendance. If you miss a significant number of lectures and or laboratories, you will probably do poorly in this class. If you are unable to attend class, it is **a courtesy** to inform the instructor, and your responsibility to find out what material was missed.

**Phones:**

Please **silence all phones** during class meeting times. **Texting** in class is rude, and **not** allowed.

**Computers:**

**Computers are okay to use in class, however misuse of laptops during class will result the possibility of revoking the privilege.**

**Academic Integrity and other behaviors:**

All Carthage policies regarding *academic misconduct* (plagiarism, cheating, etc.) will be enforced in this class. Refer to the student handbook.

**What is plagiarism:**

**All of the following are considered plagiarism:**

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation

- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. See our section on [citation](#) for more information on how to cite sources properly. Adapted from [http://www.plagiarism.org/plag\\_article\\_what\\_is\\_plagiarism.html](http://www.plagiarism.org/plag_article_what_is_plagiarism.html)

Important schedule and other information are often conveyed at the beginning of class. It is important that you do not arrive late for class.

*Aggressive, offensive, or other inappropriate behaviors* will not be tolerated.

It is expected that you will *conduct yourself in a professional manner* at all times.

**Grading:**

The following grade scale will be used to determine your grades on assignments, exams, and your final grade. There will be no grade negotiations.

<b>A</b>	94% or above
<b>A-</b>	90 – 93
<b>B+</b>	87 – 89
<b>B</b>	84 – 86
<b>B-</b>	80 – 83
<b>C+</b>	77 – 79
<b>C</b>	74 -- 76
<b>C-</b>	70 -- 73
<b>D+</b>	67 -- 69
<b>D</b>	64 -- 66
<b>D-</b>	60 -- 63
<b>F</b>	< 60

**Missed Assignments or exams:**

It is the student's responsibility to make up all missed assignments, quizzes, and exams. Papers and due dates are assigned at the beginning of the semester and therefore none will be accepted late except for officially excused absences (see college official policy.) If you do have a conflict, discuss it with your instructor as soon as possible. Remember, the better your time management the greater your chances for success in this and all your classes.

## **Core Abilities You Will Learn in this Course:**

### **Communicate Effectively**

- a. Use effective oral communication skills
- b. Use effective written communication
- c. Apply standard rules of language structure, including grammar and spelling
- d. Listen actively
- e. Derive meaning from text
- f. Communicate in a bias-free manner
- g. Support viewpoints with evidence

### **Collaborate with Others**

- a. Demonstrate respect in relating to people
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### **Respect Diversity**

- a. Acknowledge personal prejudices and biases
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- a. Attend classes as scheduled
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### **Think Critically**

- a. Differentiate between fact and fiction
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### **Utilize Technology**

- a. Use technology to communicate
- b. Solve problems using technology
- c. Use appropriate technology to manage information
- d. Recognize the impacts of technology

### **Apply Math and Science**

- a. Apply math concepts and principles appropriately

**CARTHAGE COLLEGE  
COURSE SYLLABUS**

**Basic Course Information**

Department(s): Nursing

Title: Contemporary Professional Nursing

Number: 1050

Crosslistings: None

Credits: 4

First year and term offered: J-term, 2016

**Course Description and Goals**

This course socializes the student to roles and responsibilities of the professional nurse. Students will examine important historical turning points in the profession and analyze seminal documents that form the basis of nursing practice (Social Policy Statement, Scope and Standards of Practice, Code of Ethics). Additionally, students will be exposed to the disciplinary nature of nursing and its scientific basis through exposure to various nursing theories. Finally, philosophical underpinnings of ethical behavior and ethical decision-making will be examined. Prerequisites: Admission to the nursing major.

**Major Student Learning Outcomes**

Learning Outcome	Metric
Identify important historical influences on the development of nursing as a profession and a discipline	Students will select and research an important person or period that significantly influenced the development of nursing and present these findings in a 5-page paper that demonstrates a beginning ability to synthesize the literature and present and support a thesis
Apply theories that undergird nursing science and practice	In small groups, students will select a current health care issue and apply a nursing theory that helps to either guide evaluation or resolution of the problem. The group will present their findings in a 20-minute in-class presentation.
Analyze ethical and professional standards that direct nursing practice	Small groups will be assigned an ethical case that is focused on a health care issue and will apply a decision-making framework that will help guide resolution of the issue. The group will present their findings in a 20-minute in-class presentation

Develop a personal philosophy of nursing	Students will produce a 5-page paper that clearly explicates their beliefs and values of professional nursing. This paper will be a synthesis of knowledge learned in the class and of extant nursing literature.
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Required Texts:

- American Nurses' Association (2010). Social Policy Statement. Silver Springs, MD: ANA.
- American Nurses' Association (2010). Nursing: Scope and Standards of Practice. Silver Springs, MD: ANA
- American Nurses' Association (2010). ANA Code of Ethics with Interpretive Statements. Silver Springs, MD: ANA
- McEwen, M. & Wills, E. M (2014). Theoretical Basis for Nursing (4<sup>th</sup> Ed.). Philadelphia: Lippincott, Williams, and Wilkins.
- American Psychological Association (2009). Publication Manual of the American Psychological Association (6<sup>th</sup> Ed.). Washington, DC: APA

Course Content Outline:

- I. The historical development of nursing as a profession.
  - A. Nursing before Florence Nightingale.
  - B. Florence Nightingale and the emergence of professional nursing.
  - C. Nursing in the 19<sup>th</sup> and 20<sup>th</sup> century: milestones.
  - D. The development of nursing science
- II. The social contract and the social policy statement
- III. Nursing Roles and the Scope and Standards of Practice
- IV. Nursing Theory
  - A. Fundamentals of philosophy of science and how it guides theory generation.
  - B. The nuts and bolts of theory and theory evaluation and utilization.
  - C. Grand Theory (selected theorists)
  - D. Midrange Theory
- V. A Primer on Ethics and Nursing Ethics
  - A. Foundations of ethical philosophy
  - B. Ethical Theories
  - C. Ethical decision-making frameworks
  - D. Moral Distress
  - E. Applying Ethical Decision-making
  - F. Analyzing the ANA Code of Ethics

**APPENDIX C**

**LETTERS OF SUPPORT AND VERIFICATION OF CLINICAL SITES**

# Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366  
Madison, WI 53708-8366  
FAX #: (608) 266-2602  
Phone #: (608) 266-2112

1400 E. Washington Avenue  
Madison, WI 53708-8366  
E-Mail: dsps@wisconsin.gov  
Website: dsps.wisconsin.gov

## BOARD OF NURSING

### CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

#### I. IDENTIFYING DATA

- A. Name of facility: United Health Care
- Address: 6308 Eighth Avenue  
Kenosha, WI
- Telephone: 262-656-2011
- B. Type of facility:  Hospital       Nursing Home       Community Health Agency  
 Other: \_\_\_\_\_
- C. Number of beds at facility: 250
- D. Types of patients: Acute care adult, obstetrical, pediatric, inpatient and outpatient
- E. Administrator of facility: Richard O. Schmidt
- F. Director of nursing service: Susan Ventura
- G. School(s) of nursing utilizing the facility: Gateway Technical, UW-Parkside, Herzing University
- \_\_\_\_\_
- \_\_\_\_\_

#### II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
  2. Administrator of nursing program
- B. Copy of the position description for:
1. Registered Nurses
  2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

# Wisconsin Department of Safety and Professional Services

## III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  Yes  No

Comments: \_\_\_\_\_

B. Does the facility agree to cooperate in promoting the nursing school objectives?  Yes  No

Comments: \_\_\_\_\_

C. Are there experiences in the facility available to students to meet clinical objectives?  Yes  No

Comments: \_\_\_\_\_

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)  Yes  No

Comments: \_\_\_\_\_

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)  
 Not applicable  Yes  No

Comments: \_\_\_\_\_

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

The learning/simulation lab at Carthage will be used to help students hone their communication and assessment skills using standardized patients. Additional simulation experiences will be designed to help students respond to patient needs in a variety of settings and situations. Faculty will be responsible for developing and evaluating the scenarios, as well as student performance.

Carthage College  
Nursing School  
Frank D. Hicks, PhD, RN  
Educational Administrator  
Frank D. Hicks //es//  
Signature  
262-551-6038  
Telephone Number

Carthage College  
Nursing Program(s) Utilizing Facility/Simulated Setting  
Professor and Director  
Title  
November 21, 2014  
Date  
fhicks@carthage.edu  
Email Address

U N I T E D  
HOSPITAL  SYSTEM

November 14, 2014

Frank D. Hicks, PhD, RN  
Professor and Director of Nursing  
Carthage College  
2001 Alford Park Drive  
Kenosha, WI 53140

Dear Dr. Hicks:

It is with great pleasure that United Hospital System identifies its enthusiastic support of Carthage College's efforts to become an accredited school of nursing with this letter of support. United Hospital System is the greater Kenosha community's primary health care provider having served the community for more than 111 years and enjoys the predominant market share of acute care services in our community. United includes two acute care hospital campuses: the Kenosha Medical Center Campus and the St. Catherine's Medical Center Campus in Kenosha and Pleasant Prairie respectively; and currently staffs nearly 250 beds. In addition, United offers outpatient services in seven clinics located throughout our community and Gurnee, Illinois. In the most recently completed fiscal year, United has provided services for nearly 9,000 inpatients, 324,000 outpatients, 65,000 emergency visits and 8,400 surgical patients. United has provided these services through greater than 2,200 employees and, among that number, more than 650 are registered nurses.

Although our community has benefited immensely from the Gateway Technical College Associate Degree Nursing Program, the University of Wisconsin – Parkside Consortial Nursing Program for many years and for which we have provided clinical education sites, and more recently the Herzing University Nursing Program, unfortunately none of the programs individually or collectively have been able to fulfill the need for registered nurses of the local healthcare providers, and we have found it especially difficult to recruit baccalaureate graduates to fill our nursing positions.

United has enjoyed a long and collaborative relationship with Carthage College. The former President of Carthage College is United Hospital System's Chairman of the Board of Directors. In order to fully demonstrate our strong support of the Carthage College Nursing Program, United has committed to afford the Carthage College Nursing Program, preferential clinical rotation over the other nursing programs. We hope to explore joint positions with the faculty and will do our very best to assure the most positive and comprehensive learning experience for the students. United will be able to provide an array of acute care and outpatient student experiences to learn and care for patients experiencing both acute and chronic cardiac, neurological, orthopedic, urological, gynecological, surgical, obstetric, pediatric, as well as many other acute and chronic health conditions.

*Richard O. Schmidt, Jr., J.D., LL.M., President and CEO*

United wholeheartedly endorses Carthage College's endeavor to become an accredited nursing program and look forward to being an enthusiastic clinical partner of the program. We believe that the establishment of the Carthage College Nursing Program will not only benefit the local provision of healthcare on behalf of all providers, it will also elevate nursing practice in our institutions and lead to the greater overall health of our community.

Sincerely,

A handwritten signature in cursive script that reads "Susan C. Ventura".

Susan C. Ventura, RN, BSN, MBA  
Executive Vice President

Enclosures

**RN**

First Name        xxxxx  
 Middle Name       xxxxx  
 Last Name         xxxxx  
 Position Code     173000  
 Department Code   618  
 Department Name   xxxxx  
 Facility Code      01  
 Facility Name      xxxxx  
 Employee Number   xxxxx

**REPORTS TO**

Departmental Manager

**FLSA STATUS**

Non-Exempt

**MISSION**

United Hospital System, Inc. is committed to living out the healing ministries of the Judeo-Christian faiths by providing exceptional and compassionate healthcare service that promotes the dignity and well being of the people we serve.

**POSITION PURPOSE**

Coordinates and administers medical and nursing care to patients utilizing the nursing process which involves: an assessment of the patient's physical, psychosocial and spiritual needs; planning and development of an individualized plan of nursing care; implementation of the patient's care plan; and evaluation of the patient's response to that care. Complies with all established standards and practices.

**SITE(S)**

- KMCC
- SCMCC
- Clinics

**MINIMUM EDUCATION REQUIRED**

- Associate Degree: Nursing

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**MINIMUM EXPERIENCE REQUIRED**

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- Entry Level

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**LICENSES / CERTIFICATIONS REQUIRED**

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- Current BLS and/or CPR certification from the American Heart Association or American Red Cross or the ability to obtain certification within 6 weeks of hire.
- Licensure to be eligible to practice as a Registered Nurse or Graduate Nurse in the State of Wisconsin and/or the State of Illinois based on job location assignment.

---

**SUPERVISES**

---

- N/A

---

**KNOWLEDGE, SKILLS & ABILITIES REQUIRED**

---

- The ability to read, write, speak, hear and comprehend the English language.
- The physical, technical and cognitive ability as well as the manual dexterity, to use patient care equipment.

---

**PRINCIPLE ACCOUNTABILITIES AND ESSENTIAL DUTIES**

---

1. Demonstrates competency with specific clinical skills and techniques that are listed in the department/unit skills list. Functions within the Wisconsin Nurse Practices Act and hospital/nursing policy.
2. Coordinates and administers medical and nursing care to patients utilizing the nursing process as a framework for practice.
3. Demonstrates communication and leadership skills by collaborating with and giving direction to members of the health care team to achieve positive patient outcomes within established timeframes.
4. Administers medications, IV's and treatments in a timely manner, safely and in accordance with policy and procedure.
5. Coordinates patient teaching.
6. Demonstrates correct and safe techniques in the use of patient equipment according to specific product information and policy/procedure manuals.
7. Maintains and organizes patient rooms and department work areas in a neat, clean and well-supplied manner; initiative is taken to assure environment is maintained to promote rest and healing.
8. Organizes and completes nursing care activities within the assigned shift and in a professional manner.
9. Promptly and courteously responds to any patient call light.
10. Recognizes the occurrence of life-threatening situations and emergencies and takes the appropriate actions in a timely manner.
11. Actively participates in the implementation and monitoring of unit based Quality Assurance standards of care.

12. Assists in the orientation and training of new staff and nursing student clinical rotations as requested.

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#### **PATIENTS SERVED**

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- See Department/Unit Job Competencies

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#### **POTENTIAL EXPOSURE TO BLOOD AND BODY FLUID**

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- Performs tasks which involve exposure to blood, body fluid, or tissue.

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#### **EQUIPMENT OPERATED**

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- Computers/printers and other equipment based on current technology for the area of nursing practice.

---

#### **PHYSICAL ACTIVITY**

---

- **Lift/Carry** - 26-75% - 50 avg. lbs.
- **Push/Pull** - 26-75% - 50 avg. lbs.
- **Reach Overhead** - 0-25%
- **Climb** - N/A
- **Squat/Bend/Kneel** - 0-25%
- **Sit** - 0-25%
- **Stand** - 76-100%
- **Walk/Move About** - 76-100%
- **Taste or Smell** - N/A
- **Talk or Hear** - 76-100%

---

#### **VISION REQUIREMENTS**

---

- Color Vision (ability to identify and distinguish colors)

---

#### **WORKING CONDITIONS**

---

- **Risk of electric shock** - 0-25%
- **Risk of radiation** - 0-25%
- **Wet, humid conditions** - N/A
- **Fumes or airborne particles** - N/A
- **Toxic or caustic chemicals** - N/A
- **Work/job related travel** - N/A
- **Extreme hot/cold (non-weather)** - N/A
- **Outdoor weather conditions** - N/A

---

#### **NOISE REQUIREMENTS**

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- Moderate Noise (Ex.: typical nursing floor, waiting area of clinic)

---

**PROTECTIVE CLOTHING/EQUIPMENT REQUIRED**

---

- Personal protective equipment as required – blood borne pathogens and isolation precautions.

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**JOB CONDITIONS**

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- Possible exposure to infectious conditions; uncooperative and combative patients; and potentially dangerous equipment and environments.
- Considerable physical stamina is required for walking, standing, lifting and bending in the performance of duties.
- May require working irregular hours, or hours other than on the assigned shift.
- Exposure to stressful situations.

---

**The most significant duties have been included in this description. Other duties may be assigned as needed. United Hospital System, Inc. reserves the right to modify this job description as needed to accurately reflect duties assigned.**

---

**POSITION SPECIFIC STANDARDS**

---

1. Demonstrates competency with specific clinical skills and techniques that are listed in the department/unit skills list. Functions within the Wisconsin Nurse Practices Act and hospital/nursing policy.
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4. Administers medications, IV's, blood transfusions and treatments in a timely manner, safely and in accordance with policy and procedure.
5. Coordinates patient teaching.
6. Demonstrates correct and safe techniques in the use of patient equipment according to specific product information and policy/procedure manuals.
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8. Organizes and completes nursing care activities within the assigned shift and in a professional manner.
9. Promptly and courteously responds to any patient call light.
10. Recognizes the occurrence of life-threatening situations and emergencies and takes the appropriate actions in a timely manner.
11. Actively participates in the implementation and monitoring of unit based Quality Assurance standards of care.
12. Assists in the orientation and training of new staff and nursing student clinical rotations as requested.

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## ORGANIZATION WIDE COMPETENCIES

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### Our Mission, Vision and Values

Our **Mission** is that United Hospital System is committed to living out the healing ministries of the Judeo-Christian faiths by providing exceptional and compassionate healthcare service that promotes the dignity and well being of the people we serve.

Our **Vision** is that the health ministries of United Hospital System will be recognized in each community it serves for superior and compassionate patient service, for clinical excellence, and for being the healthcare employer of choice and the preferred partner of physicians.

Our **Core Values** are: **Integrity, Respect, Quality, Commitment, Accountability**

Organization-Wide Performance Standards identify behaviors all employees are expected to demonstrate to support United Hospital System's mission and values. Each employee is responsible for applying these performance standards in their everyday behavior.

**Note:** If "Needs Development" is checked for any Organization Wide Competency, supervisor comments are required. If the employee is in a written disciplinary or performance improvement plan, that information must be noted in the comments pop-up box under the specific Core Value.

### INTEGRITY

Is consistent and honest in word and deed:

- Speaks the truth;
- Strives for accuracy;

- Follows through on job duties;
- Complies with the System's legal and ethical standards;
- Works to define and clarify problem issues in a way that is non-threatening to others; and
- Offers assistance and guidance to peers on work related issues as is necessary.

### **RESPECT**

Behaves in a way that honors self and others: Does not label or categorize people, especially in demeaning ways; and communicates with others without the use of threats, intimidation, or use of belittling terms. Protects privacy and maintains confidentiality of patient, employee, physician and departmental information:

- Employee's actions demonstrate concern for patient privacy, dignity and respect;
- Handles conflicts with respect to privacy issues with tact and discretion;
- Demonstrates consistent vigilance in safeguarding Personal Health Information and other confidential data;
- Recognizes the good work and accomplishments of others; and
- As a team member, assists other team members with workload issues as is determined necessary.

### **QUALITY**

Regularly displays a commitment to excellence. Provides service excellence in meeting customers' expectations:

- Consistently demonstrates a cooperative, courteous and service-orientated manner;
- Demonstrates telephone courtesy and properly identifies self;
- Initiates a positive greeting and interaction;
- Listens attentively to complaints and resolves or refers them appropriately;
- Looks for ways to improve and promote quality;
- Adheres to System's safety policies and attends required safety programs;
- Readily offers constructive insights and ideas to improve service delivery techniques;
- Provides timely and accurate documentation and follow-up on patient requests;
- Complies with the National Patient Safety goals; and
- Participates in System required and other ongoing education pertinent to the job.

### **COMMITMENT**

**Note:** If "Needs Development" is checked and employee is in a formal written disciplinary, the end date should be noted in the Overall Performance Rating section under Level One rating in the comments pop-up box.

If 'Needs Development' is checked and employee is not in a formal written disciplinary, supervisor comments are required.

Demonstrates dedication to work, personal development, the System, the Mission and the Vision. Adheres to System and departmental attendance policies:

- Is consistently at work and on time;
- Notifies appropriate individual according to policy if unable to be at work or arrive to work on time;
- Takes an active role in identifying departmental concerns and makes constructive plans to resolve the problems;
- Demonstrates support of department goals and objectives;
- Contributes to building a positive team spirit;
- Responds to constructive counseling, when appropriate and makes an effort to change behavior;
- Speaks positively and with pride about United Hospital System;
- Reflects enthusiasm and a willingness to go beyond what is expected at work;
- Maintains updated on new information procedures, etc. related to the performance of their position; and
- Volunteers to service on departmental or hospital committees.

#### **ACCOUNTABILITY**

Follows through and is answerable for performance. Complies with System policies and:

- Parks in employee parking areas;
- Meets the requirements of the Appearance Policy with regards to appearance, hygiene and dress;
- Meets Employee Health immunization and PPD requirements;
- Swipes in time recording system;
- Displays identification badge appropriately;
- Is accountable for the successful completion of work;
- Completes work assignments within the designated time frames;
- Serves as a self-starter in identifying productive work related activities;
- Adheres to the Smoke-Free Environment Policy; and
- Checks work email once per week and responds to messages appropriately.

Assists in control of System resources related to time, telephone, equipment, supplies and energy:

- Assists in cost containment through effective and appropriate use and maintenance;
- Demonstrates correct procedure in the use of equipment and/or in performing job duties; and
- Ensures that personal business does not interfere with work.

Takes personal responsibility to maintain a clean work environment and ensures that necessary supplies are available. Attends and actively

participates in scheduled meetings. If unable to attend, reads and initials meeting minutes.

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### **CONFIDENTIALITY STATEMENT**

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United Hospital System (System) has a duty to protect the privacy of all patients and the confidentiality of their health information. The purpose of this Statement is to document your understanding of the System's security and confidentiality policies. I acknowledge and understand the following:

- I agree only to access information that is needed to do my job. I also agree only to disclose or discuss patient information with those who need the information in order to do their job.
- I agree not to disclose or discuss any patient information outside the workplace.
- I agree not to talk about patient information where others can overhear the conversation; for example, in hallways, on elevators, in cafeterias, etc. I also agree not to talk about patient information in public areas even if a patient's name is not used.
- I understand that my Internet, email and computer usage may be audited.
- I agree not to tell another person my computer password or use another person's computer password instead of my own. I am responsible for all activity that is connected to the use of my password.
- I agree not to use or send patient related information unless authorized by the patient and/or as part of my job.
- I agree to promptly report all violations or suspected violations of information security and/or confidentiality policies to the appropriate person.

**I understand that violation of this Confidentiality Statement will in almost every circumstance result in termination of employment or loss of Medical Staff appointment.**

I have read and understand this Confidentiality Statement. I have discussed any questions I have regarding these documents with my supervisor or System staff.

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### **PERFORMANCE GOALS**

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### **OVERALL PERFORMANCE RATING**

---

Assess the overall performance effectiveness of the employee taking into account both the employee's effectiveness in Organization Wide Performance Standards and the Position Specific Standards during the course of the entire performance period.

*\* Vice President Approval Required for Level 1 and Level 5 Ratings*

- **Level 1 Performance: Does Not Meet Expectations\***

Fails to meet the expectations required of the position. Fails to embrace continuous improvement opportunities. Performance improvement is immediately required. Employee is aware of performance issues and has been counseled with insufficient improvement or employee has received a formal disciplinary action in accordance with Disciplinary Policy and Procedure # 1920.00, i.e. Written Reprimand, Written Warning, Probation, or Suspension. Employee will be placed on Extended Performance Review and is to be re-evaluated within 90 days. The employee is not eligible for a merit increase. This requires Vice President approval.

- **Level 2 Performance: Partially Meets Expectations**

This level must be used if an employee is scored "needs development" in any of the Organization-Wide Performance Standards. Meets some of the expectations required of the position. Performance is generally "acceptable" in some areas but improvement is required in others. Does not consistently meet expectations in the majority of the Position Specific Performance Standards. **Meets some of the expectations required of the position. If "Meets Expectations" is marked for each Position Specific Standard, this is not an appropriate score. Also, if an individual is new to the position, but progressing appropriately in learning the position, this is not an appropriate score.**

- **Level 3 Performance: Meets Expectations**

Consistently meets and sometimes exceeds the expectations of the position. Consistently meets and at times excels in all Organization-Wide Performance Standards, Job Duties & Responsibilities (a significant majority of the Position Specific Performance Standards, Job Duties & Responsibilities must indicate "Consistently Meets"). Strives to enhance services provided by the department and the System.

- **Level 4 Performance: Exceeds Expectations**

Significantly exceeds the expectations of the position. Consistently works toward continuous improvement and "stretch" achievements. All Organization - Wide and Position Specific Performance Standards, Job Duties & Responsibilities, must indicate "consistently meets". Exceptional performance, consistently outstanding. Expected level and results are well beyond what is required. Problem solves and participates in additional activities. Must be supported by a memo written in the comments pop-up box, giving specific examples demonstrating exceptional performance.

- **Level 5 Performance: Role Model\***

Independently finds solutions and works toward them. Recognized as an expert, mentor and role model by peers and others; is self-motivated and seeks additional duties/assignments. Significantly exceeds the expectations of the position. Consistently works toward continuous improvement and

"stretch" achievements. All Organization - Wide and Position Specific Performance Standards, Job Duties & Responsibilities, must indicate "consistently meets". Overall performance is outstanding and deserving of special recognition. This requires a relative comparison of staff and Vice President approval. Must be supported by a memo written in the comments pop-up box, giving specific examples demonstrating exceptional performance.

# Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366  
Madison, WI 53708-8366  
FAX #: (608) 266-2602  
Phone #: (608) 266-2112

1400 E. Washington Avenue  
Madison, WI 53708-8366  
E-Mail: dsps@wisconsin.gov  
Website: dsps.wisconsin.gov

## BOARD OF NURSING

### CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

#### I. IDENTIFYING DATA

- A. Name of facility: Kenosha County Health Department  
Address: 8600 Sheridan Road, Suite 600  
Kenosha, WI 53143-6515  
Telephone: 262-605-6700
- B. Type of facility:  Hospital  Nursing Home  Community Health Agency  
 Other: \_\_\_\_\_
- C. Number of beds at facility: Level III Accredited Public Health Service
- D. Types of patients: Adult, pediatric, maternity, psychiatric
- E. Administrator of facility: John T. Jansen
- F. Director of nursing service: Cynthia Johnson
- G. School(s) of nursing utilizing the facility: Gateway Technical, UW-Milwaukee, Herzig, Alverno, Marquette.
- \_\_\_\_\_
- \_\_\_\_\_

#### II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:  
1. Administrator of facility  
2. Administrator of nursing program
- B. Copy of the position description for:  
1. Registered Nurses  
2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

# Wisconsin Department of Safety and Professional Services

## III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  Yes  No

Comments: \_\_\_\_\_

B. Does the facility agree to cooperate in promoting the nursing school objectives?  Yes  No

Comments: \_\_\_\_\_

C. Are there experiences in the facility available to students to meet clinical objectives?  Yes  No

Comments: \_\_\_\_\_

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)  Yes  No

Comments: \_\_\_\_\_

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)  
Not applicable  Yes  No

Comments: \_\_\_\_\_

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

The learning/simulation lab at Carthage will be used to help students hone their communication and assessment skills using standardized patients. Additional simulation experiences will be designed to help students respond to patient needs in a variety of settings and situations. Faculty will be responsible for developing and evaluating the scenarios, as well as student performance.

Carthage College  
Nursing School  
Frank D. Hicks, PhD, RN  
\_\_\_\_\_  
Educational Administrator  
Frank D. Hicks //es//  
\_\_\_\_\_  
Signature  
262-551-6038  
\_\_\_\_\_  
Telephone Number

Carthage College  
Nursing Program(s) Utilizing Facility/Simulated Setting  
Professor and Director  
\_\_\_\_\_  
Title  
November 21, 2014  
\_\_\_\_\_  
Date  
fhicks@carthage.edu  
\_\_\_\_\_  
Email Address



# COUNTY OF KENOSHA

John T. Jansen, Director  
Department of Human Services

Cynthia Johnson, Director, Health Officer  
Division of Health Services  
Job Center / Human Services Building  
8600 Sheridan Road, Suite 600  
Kenosha, WI 53143-6515  
Phone (262) 605-6700  
Fax: (262) 605-6715

September 30, 2014

Frank D. Hicks, PhD, RN  
Professor and Director of Nursing  
Carthage College  
2001 Alford Park Drive  
Kenosha, WI 53140

Dear Dr. Hicks:

My purpose in writing is to strongly support Carthage College's endeavor to become an accredited School of Nursing. Additional Schools of Nursing are needed to fill a critical void as the workforce of nurses continues to shrink and the job opportunities continue to grow for qualified, professional nurses.

As Director of the Kenosha County Division of Health (KCDOH), I am well aware of the positive impact nurses have in the community. The KCDOH will accept Carthage College School of Nursing students to receive on-site clinical experience at a local public health facility to support the curriculum and philosophy of the Carthage College School of Nursing program.

The KCDOH is a Level III county health department designated by the State of Wisconsin and nationally accredited by the Public Health Accreditation Board. The KCDOH serves a population of 166,000 people and operates three walk-in clinics at the Kenosha County Job Center, Kenosha County Center, and WIC Wellness Center locations. These clinics serve approximately 10,500 clients annually offering services such as immunizations, TB skin tests, lead tests, child well checks, sexually transmitted infection clinics, pregnancy tests, dental varnishes, laboratory tests, strep tests, and blood pressure monitoring. The KCDOH also operates accomplished nursing home visitation programs including the Nurse Family Partnership and Prenatal Care Coordination programs.

The KCDOH has successfully offered education and clinical experience to UW-Milwaukee, Herzing University, Alverno College, Marquette University and Gateway Technical College schools of nursing programs and fully support the opportunity to do the same with Carthage College. I appreciate and support all of their efforts to educate effective, professional nurses in order to close the gap with the nursing shortage and keep the residents of Kenosha County healthy.

Sincerely,

Cynthia Johnson, Health Officer/Director  
Kenosha County Division of Health

## **PUBLIC HEALTH NURSE**

**GENERAL STATEMENT OF DUTIES:** Provides professional public health nursing services in conjunction with agency programs in an assigned area; does related work as required.

**DISTINGUISHING FEATURES OF THE CLASS:** An employee in this class performs general professional and public health nursing duties primarily through participation in a variety of settings.

**EXAMPLES OF WORK:** (Illustrative only)

- Conducts nursing assessments of individuals and families
- Provide home visits to residents in need of PH services
- Develops a care plan utilizing acceptable nursing practice standards
- Provides professional public health nursing
- Follows up on identified health problems
- Promotes adequate immunization of the community to control communicable diseases (CD)
- Maintains active caseload of clients
- Maintains up-to-date records
- Conducts health education inservices in the schools and community
- Keeps abreast of current development in the field by professional reading, attendance at in-services and staff meetings
- Prepares and submits records, reports and statistics
- Provides CD, including TB case management services
- Makes referrals

**REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:** Thorough knowledge of the principles and practices of public health nursing, measures and techniques used in the prevention of communicable diseases, in the development of care plans, and the scope and general purpose of the program of health education and administration. Knowledge of the sociological aspects of community health programs. Ability to coordinate and direct health service programs. Ability to establish and maintain effective relationships with the public and other staff. Ability to interpret and explain the value of public health nursing services and to obtain individual and collective public cooperation. Good judgement.

**ACCEPTABLE EXPERIENCE AND TRAINING:** Three years experience in nursing, preferably public health experience, and possession of a B.S.N. degree.

**ADDITIONAL REQUIREMENTS:** Possession of a license as a Registered Nurse issued by the State of Wisconsin and a valid motor vehicle operator's license issued by the State of Wisconsin.

# Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366  
Madison, WI 53708-8366  
FAX #: (608) 266-2602  
Phone #: (608) 266-2112

1400 E. Washington Avenue  
Madison, WI 53708-8366  
E-Mail: dsps@wisconsin.gov  
Website: dsps.wisconsin.gov

## BOARD OF NURSING

### CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

#### I. IDENTIFYING DATA

- A. Name of facility: Hospice Alliance
- Address: 10220 Prairie Ridge Blvd  
Pleasant Prairie, WI
- Telephone: 262-652-4400
- B. Type of facility:  Hospital  Nursing Home  Community Health Agency  
 Other: \_\_\_\_\_
- C. Number of beds at facility: Inpatient and in-home hospice and palliative care
- D. Types of patients: Adult and Children
- E. Administrator of facility: Rita Hagen, Executive Director
- F. Director of nursing service: Rita Hagen
- G. School(s) of nursing utilizing the facility: Gateway Technical  
\_\_\_\_\_  
\_\_\_\_\_

#### II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
  2. Administrator of nursing program
- B. Copy of the position description for:
1. Registered Nurses
  2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

## Wisconsin Department of Safety and Professional Services

### III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?   X   Yes        No

Comments: \_\_\_\_\_

B. Does the facility agree to cooperate in promoting the nursing school objectives?   X   Yes        No

Comments: \_\_\_\_\_

C. Are there experiences in the facility available to students to meet clinical objectives?   X   Yes        No

Comments: \_\_\_\_\_

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)   X   Yes        No

Comments: \_\_\_\_\_

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)

Not applicable        Yes        No

Comments: \_\_\_\_\_

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

The learning/simulation lab at Carthage will be used to help students hone their communication and assessment skills using standardized patients. Additional simulation experiences will be designed to help students respond to patient needs in a variety of settings and situations. Faculty will be responsible for developing and evaluating the scenarios, as well as student performance.

Carthage College  
 Nursing School  
Frank D. Hicks, PhD, RN  
 Educational Administrator  
Frank D. Hicks //es//  
 Signature  
262-551-6038  
 Telephone Number

Carthage College  
 Nursing Program(s) Utilizing Facility/Simulated Setting  
Professor and Director  
 Title  
November 21, 2014  
 Date  
fhicks@carthage.edu  
 Email Address



# Hospice Alliance™

Ask for us by name

10220 Prairie Ridge Blvd.  
Pleasant Prairie, WI 53158

262-652-4400  
800-830-8344

October 8, 2014

Frank D. Hicks, PhD, RN  
Professor and Director of Nursing  
Carthage College  
2001 Alford Park Drive  
Kenosha WI 53140

Dear Dr. Hicks,

My purpose in writing is to strongly support Carthage College's endeavor to become an accredited School of Nursing. Additional Schools of nursing are needed to fill a critical void as the workforce of nurses continues to shrink and the job opportunities continue to grow for qualified, professional nurses.

As Executive Director of Hospice Alliance™ and Registered Nurse, who has practiced in this community for 30 years, I am well aware of the positive impact nurses have in the community. Hospice Alliance™ will enthusiastically accept Carthage College School of Nursing students to receive on-site clinical experience at both of our hospice houses, as well as in the field with our Case Managers.

Hospice Alliance™ is a community owned, not-for-profit hospice that has been serving our local communities for over thirty (30) years. We will be able to provide valuable education and skills relating to end-of life physical, emotional, and spiritual care. These experiences include Advanced Directives, pain and symptom management, as well as all other aspects of caring for patients and families facing a terminal diagnosis. We would also be able to offer experience in Palliative Care. All of these opportunities are essential for today's nurses as we move forward in the upcoming changes that the Affordable Care Act will be bringing to Healthcare.

Hospice Alliance™ has been providing clinical experiences to Carthage's Social Work students for several years. In addition, we have provided clinical experiences to Gateway ADN students including those in the Geriatric Certification program and Concordia BSN students.

I am excited to collaborate with Carthage College in providing excellent clinical experiences that will benefit our community.

Sincerely,  
  
Rita M. Hagen RN, MSN  
Executive Director  
Hospice Alliance™



# Hospice Alliance

Ask for us by name

Your compassionate, community non-profit hospice, incorporated in 1981.

Department:	Clinical Services
Job Title	RN Case Manager
Reports to	RN Circle Leader

Type of position:	Status:	Notes:
<input checked="" type="checkbox"/> Full-time	<input type="checkbox"/> Exempt	
<input type="checkbox"/> Part-time	<input checked="" type="checkbox"/> Nonexempt	
<input type="checkbox"/> Per Diem		
<input type="checkbox"/> Zero		

Reviewed by:	Title:	Date:
Reviewed by:	Title:	Date:

### POSITION SUMMARY

The RN Case Manager plans and delivers care to patients utilizing the nursing process of assessment, planning, interventions, implementation, and evaluation; and effectively interacts with patients, families, and other interdisciplinary team members while maintaining standards of professional nursing and clinical competency.

The RN Case Manager is responsible for identifying and coordinating patient/family care to support terminally ill patients and families in home, skilled nursing facilities and other residential care facilities. Frequency of patient / family contacts will be at the discretion of the RN Case Manager and his/her assessment of need, but will be a minimum of once per week. The Case Manager endeavors to utilize teaching, assessment, and intervention skills to provide comfort care and maximize the quality of life for the patients and families.

Depending on the acuity level of the patient, the Case Manager is expected to make 3- 4 visits per eight hour shift including, the documentation of the visit. The Case load is approximately 10-12 patients for a full-time RN Case Manager but this may fluctuate up or down depending on the daily census.

### ESSENTIAL DUTIES (LISTED IN NO PARTICULAR ORDER)

- Provide direct care to patients as prescribed in the Interdisciplinary Plan of Care in order to maintain the highest level of comfort and quality of life and assuming primary responsibility for case management.
- Evaluate and performs ongoing assessments and revises initial written plan of care with Interdisciplinary collaboration as the needs and conditions of the patient/family change in accordance with hospice regulations.
- Authorize, coordinate and supervise care, as prescribed in the Interdisciplinary Plan of Care, with contracted vendors in order to meet the needs of the patient.
- Attend and participate in weekly IDT meetings.
- Documents patient care reflecting nursing interventions, patient response to care, patient needs, problems, capabilities, limitations, progress toward goals and, patient/significant other teaching and the understanding of these instructions in the electronic medical record,
- Assesses home care needs, being aware of the physical, emotional, and spiritual aspects and gathers data on social, economic and cultural factors which may influence health, well-being and quality of life.
- Assist patients, family members or other clients with concern and empathy; respect confidentiality and privacy and communicates in a courteous and respectful manner.
- Participates in the agency's on-call rotation as prescribed by the needs of the agency to provide nursing service to clients when required outside of office hours.
- Coordinates community resources and other agency disciplines participating in patient care.

Department:	Clinical Services
Job Title	RN Case Manager
Reports to	RN Circle Leader
	<ul style="list-style-type: none"> <li>• Maintains ongoing effective communication with other hospice personnel and others who are involved with the patient care.</li> <li>• Knowledge of and availability to perform admissions, intake information and conduct consultations as needed including, accurate explanation of the hospice benefit/Medicare, completion of a physical assessment, and entering the information/documentation into the electronic medical record.</li> <li>• Participate in hospice and community health programs as requested to promote the growth and understanding of the hospice concept. This includes but is not limited to participation in the Hospice Alliance observation program that provides other health care professionals the opportunity to observe and learn about hospice care, college partnerships, and other Hospice Alliance sponsored education events.</li> <li>• Establish HHA plan of care as well as indirectly and directly supervising the plan of care per regulations.</li> <li>• Complies with Hospice Alliance policies, standards of practice and operational guidelines.</li> <li>• Participation in Hospice Alliance town hall meetings, clinical team meetings, trainings, memorials and other events.</li> <li>• Performs other duties as assigned consistent with skills and training and the mission and goals of Hospice Alliance.</li> </ul>
<b>EDUCATION, LICENSING AND CERTIFICATION REQUIREMENTS</b>	
<ol style="list-style-type: none"> <li>1. Graduate of an accredited school of nursing. BSN preferred.</li> <li>2. Valid license as a Registered Nurse in the State of Wisconsin.</li> <li>3. Certification as a Certified Hospice and Palliative Care Nurse (CHPN) desired.</li> <li>4. Current Basic Life Support Certification</li> <li>5. Valid Driver's License.</li> </ol>	
<b>EXPERIENCE AND SKILLS</b>	
<ol style="list-style-type: none"> <li>1. Prior palliative care, home health and/or hospice experience is highly desirable</li> <li>2. Minimum of one year recent professional nursing experience is recommended.</li> <li>3. Able to cope with emotional stress and be tolerant of individual lifestyles.</li> <li>4. Good written and verbal communication skills.</li> <li>5. Sensitive to the needs of terminally ill patients and families and one's own feelings about dying and death.</li> <li>6. Excellent time management and organizational skills are essential.</li> <li>7. Critical thinking skills and ability to solve problems.</li> <li>8. Strong computer skills are required, such as, email, and prior experience working with electronic medical records,</li> </ol>	
<b>PHYSICAL DEMANDS AND WORK ENVIRONMENT</b>	
<p>Must have visual and hearing acuity.          Must be able to communicate verbally.          May be exposed to pets, smoke, minor hazards, blood borne pathogens and communicable diseases.          Physically active walking, standing, bending, lifting, and climbing stairs.          Must be able to perform fully assisted transfers, with or without transfer devices.          Provides care in patient homes, skilled nursing facilities, and other residential type settings.          Travel is required and reliable transportation, proof of automobile insurance upon hire and at each renewal and maintaining a safe driving record.is required.          Exposure to inclement weather.</p>	

Employee Acknowledgment: I have received a copy of my job description and understand the duties and responsibilities of the position.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Human Resources

\_\_\_\_\_  
Date

Department:	Clinical Services
Job Title	Hospice House Nurse
Reports to	Hospice House RN Manager

Type of position:	Status:	Notes:
<input checked="" type="checkbox"/> Full-time	<input type="checkbox"/> Exempt	
<input checked="" type="checkbox"/> Part-time	<input checked="" type="checkbox"/> Nonexempt	
<input checked="" type="checkbox"/> Per Diem		
<input checked="" type="checkbox"/> Zero Assign		

Reviewed by:	Title:	Date:
Reviewed by:	Title:	Date:

### POSITION SUMMARY

The Hospice House Nurse is responsible for the care of hospice patients in accordance with the care plan established by the interdisciplinary team. The nurse plans, coordinates, and provides care to patients residing in the hospice house facility.

Nursing monitors the effects of care on patient/family health status, evaluates the care provided and the need for revision. Acts as a liaison among the hospice patient, the attending physician, hospice medical director, volunteers and all other members of the hospice interdisciplinary team.

### ESSENTIAL DUTIES (LISTED IN NO PARTICULAR ORDER)

- Provides nursing care to patients within the scope of his or her practice as a licensed RN or LPN.
- Completes house admissions, discharges and deaths and all required documentation within his or her scope of practice.
- Provides documentation of cares through charting in the electronic medical record and updates care plans as necessary.
- Provides care with a focus on patient comfort and, pain and symptom management.
- Administers and manages patients' medications following policy and procedures.
- Maintain a cooperative working relationship with other personnel involved in providing care to the hospice house patients.
- Apprises the Hospice House manager or manager on-call of personnel or other house related issues in a timely manner.
- Works weekends and holidays on a rotating schedule.
- The Hospice House is a 24 hour residential facility and staff will be required to work varied shifts.
- Provides patient and family and education.
- Performs timely administrative functions relating to the house such as, clinical records, mandatory abuse reporting requirements, and supervision of CNA's and volunteers.
- Assist patients, family members or other clients with concern and empathy; respects confidentiality and privacy and communicates in a courteous and respectful manner.
- Participate in hospice and community health programs as requested to promote the growth and understanding of the hospice concept. This includes but is not limited to participation in the Hospice Alliance observation program that provides other health care professionals the opportunity to observe and learn about hospice care, college partnerships, and other Hospice Alliance sponsored education events.
- Participation in Hospice Alliance town hall meetings, clinical team meetings, trainings, memorials and other events.
- Complies with Hospice Alliance policies, standards of practice and operational guidelines.
- Performs other duties as assigned consistent with skills and training and the mission and goals of Hospice Alliance.

### EDUCATION, LICENSING AND CERTIFICATION REQUIREMENTS

1. Graduate of an accredited school of nursing.
2. Valid license as a Registered Nurse or Licensed Practical Nurse in the State of Wisconsin.
3. Certification as a Certified Hospice and Palliative Care Nurse (CHPN or CHPLN) desired.
4. Current Basic Life Support Certification.

**EXPERIENCE AND SKILLS**

1. Prior palliative care, home health and/or hospice experience is highly desirable
2. Minimum of one year recent professional nursing experience is recommended.
3. Able to cope with emotional stress and be tolerant of individual lifestyles.
4. Good written and verbal communication skills.
5. Sensitive to the needs of terminally ill patients and families and one's own feelings about dying and death.
6. Excellent time management and organizational skills are essential.
7. Critical thinking skills and ability to solve problems.
8. Strong computer skills are required, such as, email, and prior experience working with electronic medical records,

**PHYSICAL DEMANDS AND WORK ENVIRONMENT**

Must have visual and hearing acuity.  
 Must be able to communicate verbally.  
 May be exposed to pets, smoke, minor hazards, blood borne pathogens and communicable diseases.  
 Physically active walking, standing, bending, lifting, and climbing stairs.  
 Must be able to perform fully assisted transfers, with or without transfer devices.  
 Provides care in patient homes, skilled nursing facilities, and other residential type settings.  
 Travel is required and reliable transportation, proof of automobile insurance upon hire and at each renewal and maintaining a safe driving record is required.  
 Exposure to inclement weather.

Employee Acknowledgment: I have received a copy of my job description and understand the duties and responsibilities of the position.

\_\_\_\_\_  
 Employee

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Human Resources

\_\_\_\_\_  
 Date

Department:	Clinical Services
Job Title	Admissions RN
Reports to	Director of Operations

Type of position:	Status:	Notes:
<input checked="" type="checkbox"/> Full-time	<input checked="" type="checkbox"/> Exempt	
<input checked="" type="checkbox"/> Part-time	<input type="checkbox"/> Nonexempt	
<input type="checkbox"/> Per Diem		
<input type="checkbox"/> Zero Assign		

Reviewed by:	Title:	Date:
Reviewed by:	Title:	Date:

**POSITION SUMMARY**

The Admissions RN performs consultation and admission visits to assess patient's the needs, completes the admission assessment and contractual agreement documentation for Hospice Alliance.

The Admission RN plans and delivers care to patients utilizing the nursing process of assessment, planning, interventions, implementation, and evaluation; and effectively interacts with patients, families, and other interdisciplinary team members while maintaining standards of professional nursing and clinical competency.

This is an exempt position working 4 to 5 days per week. The Admissions RN participates in assigned rotations.

**ESSENTIAL DUTIES (LISTED IN NO PARTICULAR ORDER)**

- Responsible for assessing the patient's medical status, planning, teaching and implementing immediate medical interventions on the day of admission.
- Actively participates in the coordination of all aspects of patient's care, in accordance with current professional standards and practices.
- Initiates the Plan of Care.
- Participates in ongoing interdisciplinary comprehensive assessment.
- Provides patient and family education.
- Coordinates medications and DME needs.
- Collaborates with attending physician, Hospice Medical Director, Director of Operations, Social Worker and other involved personnel regarding the patient's admission and follow up needs.
- Responsible for completion of all elements of the admission process and patient care until the RN Case Manager has been assigned.
- Performs timely administrative functions relating to admissions, clinical records, Plan of Care, mandatory abuse reporting requirements, and Home Health Aide assignments.
- Communicates admissions information, issues and concerns in patient care meetings to assure smooth transition and continuity of care with other assigned staff, including a detailed report to the assigned Case Manager and assigned Social Worker.
- Provides consultation and emotional/physical support to patients/families regarding Hospice services and the disease processes.
- Serves as backup to Intake Coordinator as requested.
- Assesses home care needs, being aware of the physical, emotional, and spiritual aspects and gathers data on social, economic and cultural factors which may influence health, well-being and quality of life.
- Assist patients, family members or other clients with concern and empathy; respect confidentiality and privacy and communicates in a courteous and respectful manner.
- Participates in the agency's on-call rotation as prescribed by the needs of the agency to provide nursing service to clients when required outside of office hours.
- Complies with Hospice Alliance policies, standards of practice and operational guidelines.

Department:	Clinical Services
Job Title	Admissions RN
Reports to	Director of Operations
	<ul style="list-style-type: none"> <li>Assists with the coordination of community resources and other disciplines participating in patient care.</li> <li>Participate in hospice and community health programs as requested to promote the growth and understanding of the hospice concept. This includes but is not limited to participation in the Hospice Alliance observation program that provides other health care professionals the opportunity to observe and learn about hospice care, college partnerships, and other Hospice Alliance sponsored education events.</li> <li>Establish a CNA plan of care as well as indirectly and directly supervising the plan of care per regulations.</li> <li>Participation in Hospice Alliance town hall meetings, clinical team meetings, trainings, memorials and other events.</li> <li>Performs other duties as assigned consistent with skills and training and the mission and goals of Hospice Alliance.</li> </ul>
<b>EDUCATION, LICENSING AND CERTIFICATION REQUIREMENTS</b>	
	<ol style="list-style-type: none"> <li>Graduate of an accredited school of nursing. BSN preferred.</li> <li>Valid license as a Registered Nurse in the State of Wisconsin.</li> <li>Certification as a Certified Hospice and Palliative Care Nurse (CHPN) desired.</li> <li>Current Basic Life Support Certification</li> <li>Valid Driver's License.</li> </ol>
<b>EXPERIENCE AND SKILLS</b>	
	<ol style="list-style-type: none"> <li>Prior palliative care, home health and/or hospice experience is highly desirable</li> <li>Minimum of one year recent professional nursing experience is recommended.</li> <li>Able to cope with emotional stress and be tolerant of individual lifestyles.</li> <li>Good written and verbal communication skills.</li> <li>Sensitive to the needs of terminally ill patients and families and one's own feelings about dying and death.</li> <li>Excellent time management and organizational skills are essential.</li> <li>Critical thinking skills and ability to solve problems.</li> <li>Strong computer skills are required, such as, email, and prior experience working with electronic medical records,</li> </ol>
<b>PHYSICAL DEMANDS AND WORK ENVIRONMENT</b>	
	<p>Must have visual and hearing acuity.  Must be able to communicate verbally.  May be exposed to pets, smoke, minor hazards, blood borne pathogens and communicable diseases.  Physically active walking, standing, bending, lifting, and climbing stairs.  Must be able to perform fully assisted transfers, with or without transfer devices.  Provides care in patient homes, skilled nursing facilities, and other residential type settings.  Travel is required and reliable transportation, proof of automobile insurance upon hire and at each renewal and maintaining a safe driving record is required.  Exposure to inclement weather.</p>

Employee Acknowledgment: I have received a copy of my job description and understand the duties and responsibilities of the position.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Human Resources

\_\_\_\_\_  
Date

# Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366  
Madison, WI 53708-8366

FAX #: (608) 266-2602  
Phone #: (608) 266-2112

1400 E. Washington Avenue  
Madison, WI 53708-8366  
E-Mail: dsps@wisconsin.gov  
Website: dsps.wisconsin.gov

## BOARD OF NURSING

### CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

#### I. IDENTIFYING DATA

- A. Name of facility: Wheaton Franciscan Healthcare
- Address: 400 W. River Wood Parkway  
Glendale, WI 53212
- Telephone: \_\_\_\_\_
- B. Type of facility:  Hospital       Nursing Home       Community Health Agency  
 Other: \_\_\_\_\_
- C. Number of beds at facility: 96
- D. Types of patients: Mental Health/Psychiatric (adults and adolescents)
- E. Administrator of facility: John Oliverio
- F. Director of nursing service: Brenda Bowers (WFHC); Marilyn Spenner (St. Francis); Mary Ouimet (All Saints)
- G. School(s) of nursing utilizing the facility: \_\_\_\_\_  
Alverno, Bryant & Stratton, Cardinal Stritch, Carroll, Chamberlain, Columbia St. Mary's, Concordia, Gateway, Marquette, MSOE, MATC, UW-System, WCTC, and WI Lutheran College

#### II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
  2. Administrator of nursing program
- B. Copy of the position description for:
1. Registered Nurses
  2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

# Wisconsin Department of Safety and Professional Services

## III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  Yes  No

Comments: \_\_\_\_\_

B. Does the facility agree to cooperate in promoting the nursing school objectives?  Yes  No

Comments: \_\_\_\_\_

C. Are there experiences in the facility available to students to meet clinical objectives?  Yes  No

Comments: \_\_\_\_\_

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)  Yes  No

Comments: \_\_\_\_\_

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)

Not applicable  Yes  No

Comments: \_\_\_\_\_

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

The learning/simulation lab at Carthage will be used to help students hone their communication and assessment skills using standardized patients. Additional simulation experiences will be designed to help students respond to patient needs in a variety of settings and situations. Faculty will be responsible for developing and evaluating the scenarios, as well as student performance.

\_\_\_\_\_  
Carthage College  
Nursing School  
Frank D. Hicks, PhD, RN  
\_\_\_\_\_  
Educational Administrator  
Frank D. Hicks //es//  
\_\_\_\_\_  
Signature  
262-551-6038  
\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Carthage College  
Nursing Program(s) Utilizing Facility/Simulated Setting  
\_\_\_\_\_  
Professor and Director  
\_\_\_\_\_  
Title  
\_\_\_\_\_  
November 21, 2014  
\_\_\_\_\_  
Date  
\_\_\_\_\_  
fhicks@carthage.edu  
\_\_\_\_\_  
Email Address



*In Partnership with the Felician Sisters*

November 25, 2014

Frank D. Hicks, PhD, RN  
Professor and Director of Nursing  
Carthage College  
2001 Alford Park Drive  
Kenosha, WI 53140

Dear Dr. Hicks,

Wheaton Franciscan Healthcare offers education and clinical experience to many schools of nursing including, Alverno, Bryant & Stratton, Cardinal Stritch, Carroll, Chamberlain, Columbia St. Mary's, Concordia, Gateway, Marquette, MSOE, MATC, UW-System, WCTC, and WI Lutheran College and would support the opportunity to do the same with Carthage College when they become an accredited School of Nursing.

Wheaton Franciscan Healthcare has the following inpatient mental health locations to support a mental health clinical nursing experience:

1. Wheaton Franciscan Healthcare-St. Francis:
  - a. 25 beds
  - b. In addition: Intensive outpatient program and will have a partial hospitalization program in the future
2. Wheaton Franciscan Healthcare-All Saints:
  - a. 71 beds
    - i. 7 child
    - ii. 10 adolescent
    - iii. 10 psychiatric intensive care
    - iv. 44 general adult/medical psych/AODA

Thank you for your support to develop professional nurses.

Sincerely,

**Heather Seager MHA/ED, BSN, RN**  
Director, Academic Partnerships  
Wheaton Franciscan Healthcare-Corporate Services Office  
Phone: [\(414\)465-3421](tel:(414)465-3421)  
Fax: [\(414\)465-3064](tel:(414)465-3064)  
Email: [Heather.Seager@wfhc.org](mailto:Heather.Seager@wfhc.org)

# Wheaton Franciscan Healthcare

## Job Description

**Mission:** *Wheaton Franciscan Healthcare is committed to living out the healing ministry of Jesus by providing exceptional and compassionate health care service that promotes the dignity and well-being of the people we serve.*

<p><b>Job Title:</b> RN I, II, III, IV-Patient Care Coordinator          RN I, II, III, IV-Patient Care Coord-IFS Pool A,B,C,D          Graduate Nurse-Patient Care Coord          RN I, II, III, IV-Patient Care Coord-Wknd          RN II, III, IV-Patient Care Coord-SST1-SSTM          RN II, III, IV-Patient Care Coord-Wknd-SST1-SSTM          RN-Patient Care Coord-In House&lt;2          RN-Patient Care Coord-In House&gt;2          RN II, III, IV-WKND-SSTM/SST1 Alt Job</p>	<p><b>Job Code:</b> 35325, 35326, 35327, 35328, 35130, 35131, 35132, 35133, 35134, 35135, 35136, 35137, 35138, 35139, 35140, 35141, 35142, 35143, 35144, 35145, 35320, 35147, 35148, 35149, 35150, 35151, 35152, 35153, 35154, 35155, 35156, 35157, 35158, 35159, 35161, 35162, 35163, 35180, 35181, 35182, 35183, 35184, 35185, 35560, 35561</p>
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<b>Effective Date:</b>	<b>Date of Last Revision:</b> 2/14, 1/12, 3/11, 3/09, 4/07, 3/04
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<b>Organization:</b> Choose org that incumbent will be employed by. If the description applies to more than one org, choose all that apply.	
WFH SE WI-Racine	Select if applicable
Select if applicable	Select if applicable
Select if applicable	Select if applicable

<b>Department Name:</b> Patient Care Services		<b>Dept#:</b> Varies
<b>Location(s) Served:</b> WFH - Racine		<b>Reports to (title):</b> Clinical Nurse Manager
<b>No. of Direct Reports:</b> None	<b>Title(s) of Direct Reports:</b>	

**Position Summary** *(in one or two sentences, describe primary purpose of job):*

The Patient Care Coordinator is a graduate nurse or a registered nurse. The Patient Care Coordinator is responsible to provide care in accordance with the American Nurses Association Standards of Practice and other standards established by profession/professional groups, regulating bodies/agents. Nursing care will be delivered in accordance with the Standards of Care/Practice and the Tenets of Care.

The Patient Care Coordinator is responsible for the provision and coordination of nursing care to include the collection and analysis of assessment data in determining nursing diagnosis, identification of expected outcomes and development of plan of care in collaboration with the patient/family and other interdisciplinary team members as appropriate. The Patient Care Coordinator identifies interventions to attain expected outcomes, implements the interventions identified in the plan of care, evaluates the progress of the patient/family toward attainment of outcomes, and documents the process. This care includes sensitivity to age specific and unique needs of the patient/family.

The Patient Care Coordinator promotes and evaluates the effective functioning of the health care team. The Patient Care Coordinator collaborates with health care team members to meet the identified needs of the patient/family throughout the episode of care. The Patient Care Coordinator delegates tasks and activities as appropriate.

**Principal Accountabilities and Essential Functions of the Job**  
*(List in order of importance and percent of time; describe what must be accomplished, not how it must be done):*

<u>Major Areas of Responsibility/Essential Function</u>	<u>% of Time</u>
Coordinates the provision of care for patients. <ul style="list-style-type: none"> <li>• Obtains and interprets initial and ongoing systematic patient/family assessment data, incorporating information from other appropriate sources.</li> </ul>	70%

<ul style="list-style-type: none"> <li>• Uses patient/family assessment data to formulate relevant nursing diagnoses.</li> <li>• Collaborates with patient/family/significant others(s) and interdisciplinary team members to mutually formulate realistic and measurable outcomes derived from the diagnoses on the care plan.</li> <li>• Collaborates with the patient/family/significant others (s) and interdisciplinary team members to develop an individualized plan of care to include learning needs.</li> <li>• Implements and actions interventions identified in the plan of care with consideration for patients' needs across the life span.</li> <li>• Systematically evaluates and documents patient's progress based on expected outcomes and ongoing basis as identified in the patient's plan of care.</li> </ul>	
<p>Coordinates the healthcare team.</p> <ul style="list-style-type: none"> <li>• Collaborates with the health care team, shift to shift, discipline to discipline, site to site, in the organization of tasks and activities for the patient's care from admission to discharge according the plan of care.</li> <li>• Delegates appropriate tasks/activities commensurate with educational preparation and demonstrated abilities of the persons supervised.</li> <li>• Communicates effectively with patients/families and other members of the health care team.</li> <li>• Promotes the professional development of self and team members.</li> <li>• Participates in quality improvement efforts.</li> <li>• Analyzes clinical situations in a systematic way and acts to obtain resources or correct problems to best meet the patient's health care needs.</li> <li>• Demonstrates team behaviors to support the effectiveness of the health care team and provides feedback to team members as appropriate.</li> </ul>	25%
Meets all mandatory inservices and continuing education requirements	5%
<p><u>WFH Values</u></p> <ul style="list-style-type: none"> <li>• Demonstrates a visible working style, acts in a manner that is consistent with and shows commitment to the WFH Values</li> </ul>	N/A

**Education and Experience:** (Check the minimum requirements for education and experience for this position.)

**Required Education** (Check one box)

**Preferred Education** (Check additional box(es) with "preferred" in explanation field)

**Experience Level** (Check appropriate box(es))

<input type="checkbox"/>	Basic Skill Set	<input checked="" type="checkbox"/>	0 – 2 years -
<input type="checkbox"/>	High School or Equivalent (GED)	<input type="checkbox"/>	3 – 4 years -
<input type="checkbox"/>	High School plus specialized training (min. 6 months – 2 years):	<input type="checkbox"/>	5 – 7 years -
		<input type="checkbox"/>	8 – 10 years -
<input type="checkbox"/>	Associate Degree: Nursing	<input type="checkbox"/>	10 - 15 years -
<input type="checkbox"/>	Bachelors Degree:	<input type="checkbox"/>	> 15 years -
<input type="checkbox"/>	Masters Degree:	<p><b>Knowledge, Skills &amp; Abilities required:</b> (i.e. supervision, computers, etc.)</p> <ul style="list-style-type: none"> <li>• Flexibility in scheduling to meet the twenty four (24) hour needs of the patients.</li> <li>• Possess organizational, problem-solving, and critical thinking skills.</li> <li>• Ability to utilize effective and confidential communication in patient, interdisciplinary, and staff relationships.</li> <li>• Maintains stable performance levels under conditions of pressure and multiple demands.</li> </ul>	
<input type="checkbox"/>	PhD:		
<input type="checkbox"/>	MD/DO		
<input checked="" type="checkbox"/>	Other: BSN preferred.		

**Certification/Licensure Required for Job:**  
(list any licenses or certifications required for the job)  
Current WI RN license or Graduate Nurse holding temporary licensure and awaiting regular licensure. Maintains current Health Care Provider Basic Life Support card

**Competencies Required:** (list number and title of competencies required)

For Acute Care: NOCI5028 Nursing-Acute Care Competency Based Orientation Tool

For Long Term Care: NOCI5041 LTC Nursing (RN-LPN) Competency Based Orientation Tool

1. **Age Category of Patients Served:** *(check appropriate box)*  
 Not Applicable                       See Department/Unit Job Competencies

2. **Potential exposure to blood and body fluids:**    **Select applicable category.**

**Category I** – *Performs tasks which involve exposure to blood, body fluid, or tissue.*

**Category II** – *Performs tasks which involve no exposure to blood, body fluid, or tissue, but may perform unplanned Category I tasks.*

**Category III** – *Performs tasks that involve no exposure to blood, body fluid, or tissue.*

3. **Equipment Operated:**

Standard patient care equipment

4. **Physical Activity:** *(Check all that apply)*

Activity	N/A	0-25%	26-75%	76-100%	Avg. lbs.
Lift/Carry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50-100 lbs
Push/Pull	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	300lbs
Reach Overhead	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Comments:</b>
Climb	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Squat/Bend/Kneel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Walk/Move About	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

5. **Working Conditions:** *Describe the environment and fill in appropriate information (i.e., temperature, noise, chemicals, or hazardous materials/waste handled or present)*

Indoor, low noise level

*The most significant duties have been included in this description. Other duties may be assigned as necessary. The facility reserves the right to modify this job description as needed to accurately reflect the duties assigned.*

Pay & Performance Management Use Only	
<b>Reviewed by:</b> Chris Bromley, Comp & Benefit Spec	<b>Date:</b> 2/14
<b>FLSA Status:</b> <input checked="" type="checkbox"/> Non-Exempt <input type="checkbox"/> Exempt	<b>HRIS Job Title:</b> RN I, II, III, IV
<b>Comments:</b>	

# Wheaton Franciscan Healthcare

## Job Description

**Mission:** *Wheaton Franciscan Healthcare is committed to living out the healing ministry of Jesus by providing exceptional and compassionate health care service that promotes the dignity and well-being of the people we serve.*

<b>Job Title:</b> RN I, II, III, IV RN I, II, III, IV-Spec Care Nursery Various Weekend RN job titles Pool RN's RN-SST	<b>Job Code:</b> 35252, 35253, 35260, 35325, 35326, 35327, 35328, 35340, 35341, 35342, 35343, 35400, 35505, 35508, 35514, 35516, 35518, 35519, 35524, 35527, 35529, 35530, 35531, 35533, 35534, 35535, 35538, 35541, 35542, 35343, 35544, 35549, 35554, 35583
<b>Effective Date:</b> 06/09	<b>Date of Last Revision:</b> 10/12, 6/09, 2/14

**Organization:** Choose org that the position will be budgeted in. If the description applies to more than one org, choose all that apply.

WFH St. Francis	Select if applicable
Select if applicable	Select if applicable
Select if applicable	Select if applicable

<b>Department Name:</b> Various	<b>Dept#:</b> Various
<b>Location(s) Served:</b> WFH - St. Francis	<b>Reports to (title):</b> Nurse Director
<b>No. of Direct Reports:</b> None	<b>Title(s) of Direct Reports:</b> None

**Position Summary** *(in one or two sentences, describe primary purpose of job):*  
 The Registered Nurse is responsible to provide care in accordance with the American Nurses Association Standards of Care and Practice, the Code of Ethics for Nurses and other standards established by profession/professional groups, regulating bodies/agents.

The Registered Nurse is responsible for the provision and coordination of nursing care to include the collection and analysis of assessment data in determining nursing diagnosis, identification of expected outcomes and development of the plan of care in collaboration with the patient/family and other interdisciplinary team members as appropriate. The Registered Nurse identifies interventions to attain expected outcomes, implements the interventions identified in the plan of care, evaluates the progress of the patient/family toward attainment of outcomes, and documents the process. This care includes sensitivity to age specific and unique needs of the patient/family.

The Registered Nurse, in collaboration with Unit Leadership, promotes and evaluates the effective functioning of the health care team.

The Registered Nurse will delegate patient care responsibilities appropriately to licensed and unlicensed members of the health care team and maintain accountability for the quality of care.

**Principal Accountabilities and Essential Functions of the Job**  
*(List in order of importance and percent of time; describe what must be accomplished, not how it must be done):*

<u>Major Areas of Responsibility/Essential Function</u>	<u>% of Time</u>
Refer to Clinical Nursing Advancement Tool (Clinical Ladder) for specifics of CN level I-IV, American Nurses Association (ANA)	
Adheres to the Standards of Professional Performance	50
Standards of Nursing Practice	50
WFH Values •Demonstrates a visible working style, acts in a manner that is consistent with and shows commitment to	n/a

**Education and Experience:** (Check the minimum requirements for education and experience for this position.)

**Required Education** (Check one box)

**Preferred Education** (Check additional box(es) with "preferred" in explanation field)

**Experience Level** (Check appropriate box(es))

<input type="checkbox"/>	Basic Skill Set	<input checked="" type="checkbox"/>	0 – 2 years - CN I or CN II
<input type="checkbox"/>	High School or Equivalent (GED)	<input checked="" type="checkbox"/>	3 – 4 years - CN III -CN IV
<input type="checkbox"/>	High School plus specialized training <i>(min. 6 months – 2 years):</i>	<input checked="" type="checkbox"/>	5 – 7 years - CN IV
		<input type="checkbox"/>	8 – 10 years -
<input type="checkbox"/>	Associate Degree:	<input type="checkbox"/>	10 - 15 years -
<input type="checkbox"/>	Bachelors Degree:	<input type="checkbox"/>	> 15 years -
<input type="checkbox"/>	Masters Degree:	<b>Knowledge, Skills &amp; Abilities required:</b> (i.e. supervision, computers, etc.)  1. Strong interpersonal skills for positive and effective interaction with patients, visitors, physicians, and the health care team. 2. Good organization, delegation and communication skills to facilitate efficient patient care 3. Strong demonstrated ability in assessment, analytical decision making, and critical thinking. 4. Leadership ability and communication skills. 5. Familiarity with PC's and computer systems and tools or demonstrated ability to learn. 6. See Clinical Ladder for specific requirements.	
<input type="checkbox"/>	PhD:		
<input type="checkbox"/>	MD/DO		
<input checked="" type="checkbox"/>	Other: BSN preferred		
<b>Certification/Licensure Required for Job:</b> <i>(list any licenses or certifications required for the job)</i> Current RN licensure in the State of Wisconsin Maintains current BLS card: ACLS and PALS certifications required in designated care areas (must be obtained within 6 months of hire)		<b>Competencies:</b> (list number and title of competencies) Varies by patient care area. See unit specific Competency Based Orientation Tool or Annual Competency Checklist .	

1. **Age Category of Patients Served:** (check appropriate box)

Not Applicable                       See Department/Unit Job Competencies

2. **Potential exposure to blood and body fluids:**    Select applicable category.

**Category I** – Performs tasks which involve exposure to blood, body fluid, or tissue.

**Category II** – Performs tasks which involve no exposure to blood, body fluid, or tissue, but may perform unplanned Category I tasks.

**Category III** – Performs tasks that involve no exposure to blood, body fluid, or tissue.

3. **Equipment Operated:**

Computers, printers, dynamap, blood glucose monitor, IV and enteral feeding pumps.

4. **Physical Activity:** (Check all that apply)

Activity	N/A	0-25%	26-75%	76-100%	Avg. lbs.
Lift/Carry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50-100
Push/Pull	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50-100
Reach Overhead	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Comments:</b>
Climb	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Squat/Bend/Kneel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Walk/Move About	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

5. **Working Conditions:** *Describe the environment and fill in appropriate information (i.e., temperature, noise, chemicals, or hazardous materials/waste handled or present)*  
 Performs duties that may involve exposure to hazardous substances and is subject to normal risks associated with handling of narcotics. In patient care areas, may perform or demonstrate patient care tasks which may expose the clinical nurse to infectious or communicable disease, or possibility of injury from irrational or confused patients and visitors or from instruments or equipment.

*The most significant duties have been included in this description. Other duties may be assigned as necessary. The facility reserves the right to modify this job description as needed to accurately reflect the duties assigned.*

<b>Pay &amp; Performance Management Use Only</b>	
<b>Reviewed by:</b> Chris Bromley	<b>Date:</b> 2/14
<b>FLSA Status:</b> <input checked="" type="checkbox"/> Non-Exempt <input type="checkbox"/> Exempt	<b>HRIS Job Title:</b> RN I, II, III, IV
<b>Comments:</b>	